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ABSTRACT

This study examines estimates of the same or similar variables in the 1990-91 Schools and Staffing Survey (SASS) and the 1991-92 Teacher Followup Survey conducted by the U.S. Bureau of the Census for the National Center for Education Statistics. The SASS is a national survey of elementary and secondary schools, which consists of components surveying teacher supply and demand, school administrator characteristics, student and school characteristics, and teacher qualifications and characteristics. The Teacher Followup Survey, conducted a year after the SASS, uses a sample derived from the participants in the SASS Teacher Survey. Data from the Teacher Followup Survey allow for comparative analyses of public and private school teacher job satisfaction and movement within and out of the teaching profession. The SASS sample comprises approximately 13,200 schools and 65,200 public and private school teachers. This report, results of which are intended primarily for users of the 1990-91 SASS data sets, identifies the same or similar survey items across the SASS and Teacher Followup Survey and compares these items and estimates across national, state, and private schools. It also decomposes estimates to understand the source or sources of differences. Following an introduction, the chapters of this report concentrate on the variables identified as being common across the surveys: (1) public school enrollment; (2) teacher totals; (3) number of teachers by race/ethnicity; (4) teacher schooling and certification; (5) and teacher attrition. Tables presenting comparison results are found at the end of each chapter. A concluding chapter summarizes differences, which in general, differ only by small percentages, even though they often show statistical

significance. An appendix provides the Statistical Analysis System computer programs used to analyze the SASS results. (Contains 2 figures, 26 tables, and 7 references.) (SLD)

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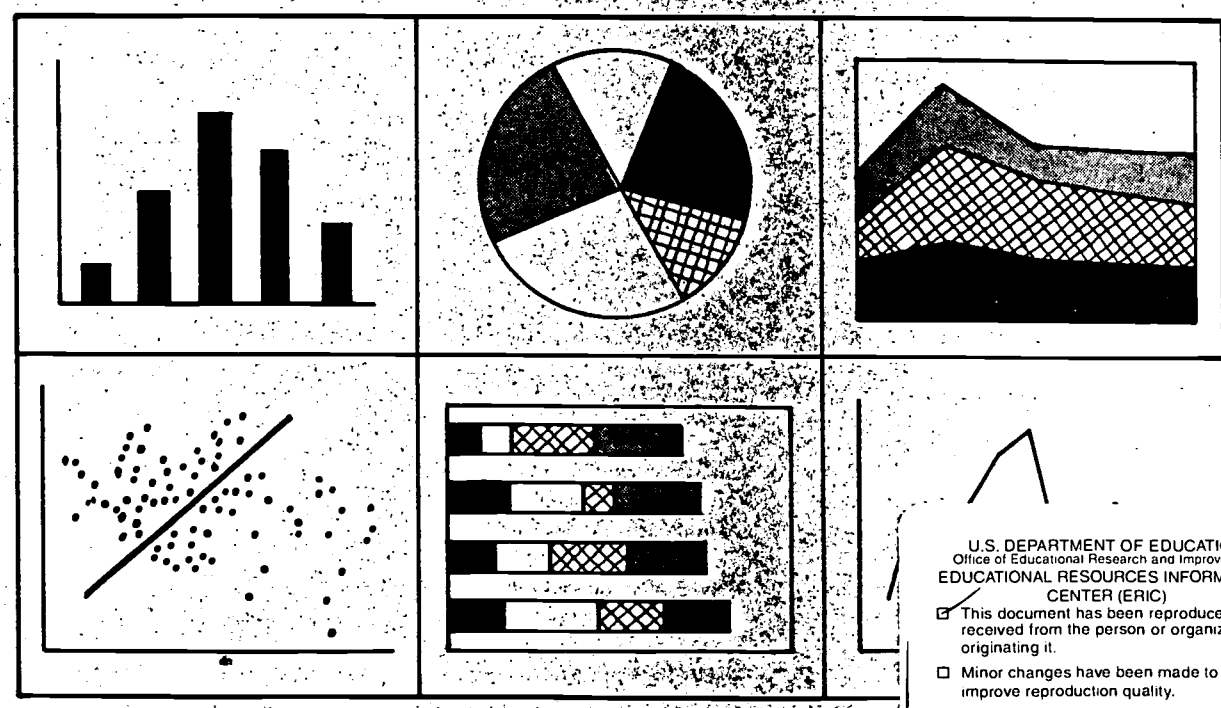
Working Paper Series

Schools and Staffing Survey: 1990-91

SASS Cross-Questionnaire Analysis



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Office of Educational Research and Improvement

Schools and Staffing Survey: 1990-91

SASS Cross-Questionnaire Analysis

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January 1995

Foreword

Each year a large number of written documents are generated by NCES staff and individuals commissioned by NCES which provide preliminary analyses of survey results and address technical, methodological, and evaluation issues. Even though they are not formally published, these documents reflect a tremendous amount of unique expertise, knowledge, and experience.

The ***Working Paper Series*** was created in order to preserve the valuable information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

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SCHOOLS AND STAFFING SURVEY 1990-91

SASS CROSS-QUESTIONNAIRE ANALYSIS

Prepared for:

NATIONAL CENTER FOR EDUCATION STATISTICS
U.S. Department of Education
Grants and Contracts Service
Washington, DC

October 1994

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Preface

This SASS Cross Questionnaire Analysis examines estimates of the same or similar variables in the 1990-91 Schools and Staffing Survey (SASS) and the 1991-92 Teacher Followup Survey. It was prepared by Synectics for Management Decision Inc., a contractor to the National Center for Education Statistics, as Task 14.2 under Contract No. RN-91-0600.01.

This report was written by Steven Fink, a research analyst for Synectics. Additional assistance from the Synectics staff was provided by Sameena Salvucci, Robert Parke, Albert Holt, and Mayra Walker, all working under the direction of Wray Smith, Research Director. In addition, Fritz Scheuren provided valuable input in developing new approaches to present key findings.

Several key people from National Center for Education Statistics are also worth mentioning. Daniel Kasprzyk, Kerry Gruber, and Steve Kaufman were instrumental in reviewing and providing helpful comments on all drafts. This report would not have been possible without their valuable support.

Chapter I

Introduction

This study examines estimates of the same or similar variables in the 1990-91 Schools and Staffing Survey (SASS) and the 1991-92 Teacher Followup Survey conducted by the U.S. Bureau of the Census for the National Center for Education Statistics (NCES), U.S. Department of Education. The SASS is a national survey of elementary and secondary schools and consists of the following components:

(1) The Teacher Demand and Shortage (TDS) Survey targets public school districts and, in 1987-1988, included private schools. Respondents provide information about their districts' student enrollment, number of teachers, position vacancies, new hires, teacher salaries and incentives, and hiring and retirement policies.

(2) The School Administrator Survey focuses on the training, experience, professional background, and job activities of school principals/headmasters. In addition to questions about qualifications, the survey asks administrators to rank the seriousness of a variety of school problems (e.g., attendance, alcohol and other drug use among students).

(3) The School Survey includes information on student characteristics, staffing patterns, student-teacher ratios, types of programs and services offered, length of school day and school year, graduation and college application rates, and teacher turnover rates. The 1990-91 private school questionnaire incorporates questions on aggregate demand for both new and continuing teachers.

(4) The Survey of Teachers focuses on teacher qualifications, training, experience, and certification. It also includes information on teacher workload, perceptions and attitudes about teaching, job mobility, and working conditions. As in the School Administrator Survey, the Teacher Survey asks respondents to rank the seriousness of school problems.

The Teacher Followup Survey, conducted a year after the SASS, uses a sample derived from the participants in the SASS Teacher Survey--including those who have left the teaching profession. Data derived from the Teacher Followup Survey allow for comparative analyses of public and private school teacher job satisfaction and movement within and out of the teaching profession. The SASS sample comprises approximately 13,200 schools (9,900 public and 3,300 private), 13,200 school principals/administrators (9,900 public and 3,300 private) and 65,200 teachers (56,000 public and 9,200 private), and 5,400 local education agencies (LEAs).

SASS was designed to produce the following estimates:

1) National estimates for public and private schools;

2) state estimates for public schools;

3) state/elementary, state/secondary, and national combined public school estimates;

4) detailed association estimates and grade level estimates for public school;

5) estimates of change from 1988 to 1991 in school level characteristics;

6) national estimates for school with greater than 25% Indian enrollment.

A more detailed description of SASS sample design and estimation is available (Kaufman and Huang, 1993).

Goals and Organization of Report

While the SASS survey is designed to be used across its five components, researchers often conduct analyses from only one of them. Reported results, therefore, would not usually uncover discrepancies from the same or similar survey items found in more than one survey. Estimates developed by researchers may differ, depending on the source of the data. Therefore, the objectives of this report are to:

- Identify the same or similar survey items and common estimates across SASS and Teacher Followup Survey;
- Compare these items and estimates across national, state, and private schools; and
- Decompose estimates to understand the source or sources of differences.

During the search for common variables across the five surveys, attitudinal items were eliminated from the analysis. The fact that results from social-psychological items differ (e.g., seriousness of problems occurring in the school) may not necessarily indicate any problems in the survey itself; rather, various sample populations may view the seriousness of school matters differently. Therefore, only objective survey items are included in this report.

Results of this report are intended primarily for users of the 1990-91 SASS data sets. Specifically, this report is designed to assist researchers and users of the data to identify, help understand, and explain sources of variability on similar or the same survey items. They may also be of interest to persons responsible for various aspects of the design and operation of

SASS and "the audience that examines analytical methods, survey design, procedures, or data quality issues" (Elliot, 1991).

The organization of the report includes a description of findings for similar items across the five surveys, as well as a discussion of some reasons. Each of the chapters correspond to the six variables identified as being common on two or more surveys, including: school enrollment, teacher totals, teacher race/ethnicity, teacher certification, teacher training, and teacher attrition. Figure 1 shows the components of SASS (including public and private questionnaires) with an indication of variables, by survey component.

How to Read the Tables

Tables presenting the results may be found at the end of each chapter. The first two columns show estimates obtained from the first questionnaire and the standard error of these estimates. The third and fourth columns show estimates obtained from a second questionnaire and the standard error of these estimates. The fifth column shows the difference between estimates obtained from the two questionnaires, while sixth shows this difference as a percent of the first estimate. The seventh column shows the standard error of the difference. The eighth (last) column shows the test statistic, which is the difference divided by the standard error. A test statistic larger than 1.96, in absolute value, is interpreted to mean that a difference of this magnitude would occur by chance only five percent of the time. (States with an "**" in the percent column, standard error, and test statistic column represent district, state, or teacher estimates with less than 30 weighted cases.)

Estimates of similar survey items and estimates within the same survey are compared in this section. Due to the sample design methodology, the samples are not independent. Consequently, computations of the variance of the difference of two estimates using the sum of the variances of the estimates are not possible. To perform statistical tests among comparable survey items found in different surveys, calculations are made for a given variable for each replicate weight in the two surveys. This computation obtains the estimate of the difference for each replicate. Resampling procedures are used to calculate the variance of the difference of the two estimates. To perform statistical tests among survey items found within the same survey, the difference between two variables of interest are computed for each record and the estimated difference is obtained for each replicate. The procedure WESVAR is used to calculate the estimated variance of the difference for both of these applications.

FIGURE 1: COMMON VARIABLES APPEARING ON SASS

	TDS (SASS1A)	Public School Admin. (SASS2A)	Private School Admin. (SASS2B)	Public School (SASS3A)	Private School (SASS3B)	Public School Teacher (SASS4A)	Private School Teacher (SASS4B)	Teacher Follow-up FORMER (TFS-2)	Teacher Follow-up CURRENT (TFS-3)
TDS (SASS1A)	X			Student Enrollment Teacher Totals Teacher Race/ Ethnicity		Teacher Certification Teacher Race/ Ethnicity			
Public School Admin (SASS2A)	X	X							
Private School Admin. (SASS2B)	X	X	X						
Public School (SASS3A)	X	X	X	X		Teacher Training		Teacher Attrition	
Private School (SASS3B)	X	X	X	X	X		Teacher Training		
Public School Teacher (SASS4A)	X	X	X	X	X	X			
Private School Teacher (SASS4B)	X	X	X	X	X	X	X		
Teacher Follow-up FORMER (TFS-2)	X	X	X	X	X	X	X	X	
Teacher Follow-up CURRENT (TFS-3)	X	X	X	X	X	X	X	X	X

Chapter II

Public School Enrollment

This chapter compares the enrollment figures reported in SASS by district administrators and by principals[1]. In the District Survey (TDS), local education agency (LEA) officials were asked to report student enrollment (in head counts) in six categories (ungraded, prekindergarten, kindergarten, grades 1-6, grades 7-12, and postsecondary), plus the total of these categories. Principals responding to the Public School Questionnaire were asked to report their student enrollment (in head counts) for each of the grade levels (16 categories) plus a total. Question wording and percentage distribution are located in the table below.

Question Wording for Public School Enrollment

	District Survey Questionnaire (TDS): Question 1	Public School Survey Questionnaire: Question 17
Question Wording	What was the enrollment (in head counts) in this district on or about October 1 of THIS school year, and on or about October 1 of LAST school year?	How many students were enrolled in each grade on October 1 of this school year? (Report in head counts)
Variables Used:		
Ungraded	0.8%	1.7%
Prekindergarten	0.8%	.9%
Kindergarten	7.6%	7.8%
Grades 1-6	47.4%	46.7%
Grades 7-12	43.1%	41.9%
Postsecondary	0.3%	1.1%
Total	100.0%	100.0%

Source: NCES, Schools and Staffing Survey: 1990-91 (School, District Questionnaire)

Tables 1 through 8 present results for each of the 50 states and the District of Columbia. (Computer programs may be found in the Appendix.) Table 1 shows total enrollment estimates; Tables 2 through 7 show estimates for each of the six different grade-levels by state; Table 8 shows the same results, but for each state the grade-level estimates are

[1] The district questionnaires were addressed to the contact person whose name had been provided, or if no name had been provided, to "Superintendent." School and administrator questionnaires were addressed to "Principal." For the school questionnaires, there were no restrictions on who could complete it; principals who wished to do so could assign someone on their staff to complete the questionnaire, such as the vice principal, school secretary, or any other knowledgeable school staff member.

provided. Tables are sorted by the difference between school and district estimates (from negative to positive). Bold lines represent states which have a statistically significant difference.

Total enrollment The first comparison examines enrollment estimates provided by LEAs and by the schools (see Table 1). Nationally, school estimates of total elementary and secondary enrollment are lower than district estimates by about one million students (or 2.5 percent). Examining total enrollment by state reveals that school estimates are higher than district estimates in 19 states by an average of 2.9 percent and lower in 32 states by an average of 5.0 percent. There is a statistical significance between the district and school enrollment estimates for 44 states. Table 2 shows a list of states ranked by their percentage difference. The District of Columbia shows the greatest difference with school totals almost 16 percent below district totals, followed by New Hampshire with district estimates greater than school estimates by almost 11 percent. Figure 1 shows a map of district and state enrollment estimates in quartiles: less than -5 percent, -4.9 to .1 percent, 0 to +5 percent, greater than +5 percent difference. The results indicate that among plain states school estimates are five percent higher than district estimates, while in the midwest, district estimates are higher than school estimates by 0 to 5 percent.

Ungraded enrollment As indicated in Table 2, nationwide ungraded enrollment estimates provided by schools are less than half the size (54 percent) of the district estimates. (Ungraded students primarily are comprised of special-education students.) At the national level, this difference is among the largest for all comparisons. Only six states show school and district enrollment estimates that are less than ten percent. In nine states, school estimates are greater than district estimates by an average of 236 percent. Three states, in particular, show large deviations: Alabama (1,152 percent), Colorado (423 percent), and North Dakota (330%). In 41 states, school estimates are lower that district estimates by an average of 50 percent. Forty-five states show a statistical significance above the .05 level for this grade-level.

Pre-Kindergarten enrollment Nationally, pre-kindergarten enrollment estimates provided by schools are ten percent below district estimates (Table 3). In 17 states, school estimates exceed district estimates by an average of 54 percent. In 32 states, school estimates are lower than district estimates by an average of 34 percent. In 11 states, the school estimates differ from the district estimates by more than 50 percent. Among the three states with the largest difference--Indiana, Montana, and Louisiana--school estimates are greater than twice the district estimates. All but seven states exceed the statistical significance level of .05.

Kindergarten enrollment Nationwide estimates provided by LEAs of kindergarten enrollment differ from estimates provided by principals by five percent (Table 4). In 22 states, school estimates exceed district estimates by an average of nine percent. In 29 states, school estimates are lower than district estimates by an average of 10 percent. States showing the greatest variation in district and state estimates include Nevada (33 percent), South Dakota (30 percent), and Michigan (24 percent). Forty-one states exceed the .05 statistical significance level.

Grades 1-6 enrollment As Tables 5 shows, in the nation, enrollment estimates for grades 1-6 differ by about 200,000 students--about one percent. In 24 states, school estimates for grades 1-6 exceed district estimates by an average of four percent, while in 27 states, school estimates are lower than district estimates by an average of five percent. Only one state, South Dakota shows a difference greater than 20 percent between district and school estimates. Thirty-nine states show a statistical significance; 22 states show district estimates higher than state estimates.

Grades 7-12 enrollment District and school enrollment estimates for grades 7-12 show the smallest difference of all the grade levels. Out of more than 17,000,000 students in grades 7-12, district and state estimates differ by only 48,000--or about .3 percent. Twleve states show school estimates differing from district estimates more than 10 percent, including: Nevada (26.7 percent), Vermont (17.6 percent), and South Carolina (13.7 percent), District of Columbia (13.4 percent), New Jersey (11.4 percent), New Mexico (11.4 percent), Montana (11.5 percent), and West Virginia (11.1 percent). In 24 states, school estimates for grades 7-12 exceed district estimates by an average of four percent, while in 27 states, school estimates are lower than district estimates by an average of five percent.

Postsecondary enrollment Nationwide, school estimates of postsecondary students are 121,595, only about one-fourth the size of the district estimates of 449,433 (see Table 7). (Postsecondary students are primarily those attending vocational or technical school at a local high school). School estimates are within 10 percent of district estimates in only two states. For four states, there were no secondary students reported by LEAs, while eight were reported by schools; Idaho was the only state which did not report any postsecondary students for both surveys.

States with multiple differences in reported figures Table 8 shows enrollment estimates by state for all grade levels and the U.S. Nationally, four out of the six grade levels show a statistical significance; estimates for grades 1 through 6, as well as grades 7 through 12 show no statistical significance. Thirty-five states show a statistical significance for five or more of the grade levels; fourteen of which are significant for all grade levels. Five states differ by more than 50 percent in three grade levels (ungraded, prekindergarten, and postsecondary): Georgia, Kansas, Maryland, New Mexico and Tennessee.

One explanation for this difference may occur due to different reporting procedures. Principals and administrators may not consider some students (especially ungraded and postsecondary students) "enrolled" in their school, while LEAs may use a broader definition of enrollment that counts all "attending" students.

Enrollment by Region Table 9 shows enrollment estimates for all states for four regions--Northeast, Midwest, South and West. Overall, estimates provided by the Northeast show the highest percent difference between district and school estimates: three grade/levels exceed 50 percent. Further, with only one exception, district and school estimates vary by greater than 50 percent for all four regions for ungraded and postsecondary grade levels, all of which show a statistical difference. District and school estimates for grades 7-12 show the lowest percent difference--three out of four show no statistical difference.

Within-Questionnaire Comparisons This section of the chapter examines the differences in question wording within the Public School Survey. Question 1 asks schools to provide enrollment for grade Kindergarten through grade 12 only, while Question 17 asks for enrollment for each grade, with a total line at the end of the item (see table below). Table 10 displays results subtracting out two grade levels--ungraded and postsecondary--to allow for comparisons (see column heading: NUMBER (-PK,POST). After this calculation was performed, estimates should have matched within 10 percent.[2] Even though no state shows differences between estimates exceeding one percent, seven states show a numeric difference greater than 500: California, Illinois, Louisiana, Massachusetts, Nevada, Virginia, and Wisconsin, with Nevada showing the largest percentage difference (0.7 percent).

Question Wording for Public School Enrollment

	Public School Survey Questionnaire: Question 1	Public School Survey Questionnaire: Question 17
Question Wording	How many students (in head counts) were enrolled in THIS SCHOOL in grades K-12 or comparable ungraded levels	How many students were enrolled in each grade on October of this school year? (Report in head counts)

Source: NCES, School and Staffing Survey: 1990-91 (School Questionnaire)

SASS Estimated Enrollment Compared with CCD Another comparison may be made between SASS estimates (school and district) with estimates found on the Common Core of Data (CCD). The primary frame for the 1990-91 SASS public school sample was the 1988-89 school year CCD file. The CCD Public Elementary/Secondary School Universe Survey is an annual census of public schools in which NCES obtains a listing of schools, with limited information on characteristics and size, from states.

As Table 11 shows, CCD and SASS district-based enrollment estimates differ by less than one percent (Gruber, Rohr, Fondelier, 1993). By a margin of 28 to 23, district estimates are closer to CCD enrollment counts than school estimates. Using district estimates, 13 states exceed 5 percent difference; District of Columbia and Pennsylvania differ by ten percent (22 percent and 10.3 percent, respectively). A few states, however, show dramatic differences between district and school estimates, compared to CCD. For example, the district estimate for the District of Columbia is 98,279, compared to a school estimate of 82,745, a difference of 22 percent. However, only a 3 percent difference occurs between district and school estimates.

A comparison between CCD and SASS school-based enrollment estimates shows U.S. totals differing by 1.6 percent. Forty-two states are within 5 percent of the CCD enrollment counts; nine states differ by 5 to 10 percent; only two states differ by more than 10 percent. School-based estimates of South Dakota exceed SASS estimates by 16 percent, while school-based estimates of New Hampshire enrollment fall below CCD estimates by 14.7 percent.

[2] See SASS Specifications Memorandum 90-11, written from Sarah A. Doherty to Howard R. McGowan, United States Department of Commerce, Bureau of the Census.

Table 1-Difference between district and school survey total enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERRDR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
District of Columbia	98,279	0.0	82,754	3,599.1	-15,525	-15.8%	524.7	-29.59	DC
New Hampshire	164,774	11,027.5	147,338	7,869.4	-17,437	-10.6%	1,619.5	-10.77	NH
Minnesota	804,055	40,675.4	733,334	39,138.6	-70,722	-8.8%	7,424.5	-9.53	MN
Kentucky	682,053	21,003.8	624,187	33,172.7	-57,866	-8.5%	5,799.2	-9.98	KY
Georgia	1,197,070	39,664.4	1,104,550	48,426.4	-92,520	-7.7%	9,723.6	-9.51	GA
Florida	1,960,475	28,223.7	1,815,517	75,413.1	-144,958	-7.4%	10,876.6	-13.33	FL
North Carolina	1,153,371	33,435.3	1,072,955	37,832.4	-80,416	-7.0%	6,537.6	-12.30	NC
Vermont	97,851	6,242.5	91,375	3,893.6	-6,476	-6.6%	861.1	-7.52	VT
Virginia	1,020,685	52,758.9	953,629	45,108.1	-67,056	-6.6%	9,928.0	-6.75	VA
California	5,141,172	816,809.5	4,824,210	194,491.9	-316,962	-6.2%	112,967.5	-2.81	CA
Indiana	955,479	36,325.2	897,317	30,664.3	-58,162	-6.1%	6,529.8	-8.91	IN
Pennsylvania	1,839,200	71,916.9	1,731,409	63,568.1	-107,791	-5.9%	12,530.5	-8.60	PA
Oregon	489,547	40,070.4	461,376	19,866.2	-28,172	-5.8%	5,963.6	-4.72	OR
Arizona	631,530	36,852.3	595,205	29,822.7	-36,325	-5.8%	4,612.4	-7.88	AZ
New York	2,543,544	95,390.1	2,405,105	93,206.7	-138,439	-5.4%	16,593.0	-8.34	NY
Illinois	1,953,743	134,887.1	1,847,406	83,376.8	-106,337	-5.4%	17,180.0	-6.19	IL
Nebraska	271,790	19,777.0	260,240	15,849.9	-11,550	-4.2%	2,664.5	-4.33	NE
Delaware	100,548	0.0	96,554	6,495.5	-3,994	-4.0%	942.6	-4.24	DE
Arkansas	436,507	16,831.0	419,433	17,578.7	-17,074	-3.9%	3,240.2	-5.27	AR
Ohio	1,799,552	101,124.6	1,731,116	73,915.3	-68,436	-3.8%	16,382.4	-4.18	OH
Massachusetts	847,436	68,311.8	816,698	44,144.3	-30,738	-3.6%	10,745.6	-2.86	MA
Connecticut	475,403	32,555.2	459,740	19,120.0	-15,663	-3.3%	5,228.4	-3.00	CT
Tennessee	817,278	20,607.9	790,545	39,225.8	-26,733	-3.3%	6,572.1	-4.07	TN
North Dakota	123,008	5,326.2	119,443	8,329.5	-3,566	-2.9%	1,405.3	-2.54	ND
Louisiana	769,926	19,419.9	749,572	30,808.7	-20,354	-2.6%	4,554.5	-4.47	LA
Missouri	844,251	61,501.7	823,970	30,653.7	-20,281	-2.4%	8,353.7	-2.43	MO
Iowa	491,235	16,697.8	480,576	24,366.9	-10,659	-2.2%	3,810.3	-2.80	IA
Maine	222,376	12,714.5	219,672	12,245.7	-2,703	-1.2%	2,530.4	-1.07	ME
Montana	160,518	5,945.4	158,783	11,610.8	-1,735	-1.1%	1,611.9	-1.08	MT
Nevada	201,482	0.0	199,378	9,934.0	-2,104	-1.0%	1,438.3	-1.46	NV
Michigan	1,453,329	164,185.7	1,438,441	6,434.5	-14,888	-1.0%	19,024.1	-0.78	MI
Oklahoma	576,958	36,782.5	576,882	30,305.5	-76	0.0%	4,859.4	-0.02	OK
Alabama	682,666	29,994.9	690,237	25,795.7	7,571	1.1%	5,704.6	1.33	AL
Mississippi	502,500	12,043.3	508,605	17,968.4	6,104	1.2%	3,373.2	1.81	MS
Maryland	679,016	7,563.0	690,748	32,136.3	11,732	1.7%	4,867.6	2.41	MD
Utah	431,582	4,733.8	440,628	24,550.6	9,046	2.1%	3,570.7	2.53	UT
Kansas	442,543	10,488.1	454,489	21,678.6	11,946	2.7%	3,496.4	3.42	KS
Wisconsin	780,619	39,561.8	802,633	42,309.9	22,015	2.8%	7,031.3	3.13	WI
Alaska	108,374	2,079.9	111,732	7,356.8	3,358	3.1%	1,150.5	2.92	AK
Hawaii	171,157	0.0	177,178	4,675.0	6,021	3.5%	681.5	8.84	HI
Rhode Island	142,336	4,060.5	148,356	5,858.1	6,020	4.2%	1,114.2	5.40	RI
Washington	874,461	44,087.8	913,541	36,289.2	39,080	4.5%	7,944.8	4.92	WA
West Virginia	323,349	0.0	339,786	16,085.1	16,437	5.1%	2,338.2	7.03	WV
New Mexico	279,988	7,321.7	294,614	13,570.1	14,626	5.2%	2,137.0	6.84	NM
Wyoming	97,538	1,408.9	102,724	7,273.4	5,186	5.3%	1,107.2	4.68	WY
Colorado	561,137	16,982.0	591,409	24,506.2	30,271	5.4%	3,988.3	7.59	CO
South Dakota	141,532	11,823.7	149,812	9,865.5	8,279	5.8%	2,353.5	3.52	SD
Idaho	204,243	6,308.5	216,501	11,633.3	12,258	6.0%	1,749.7	7.01	ID
Texas	3,200,587	160,991.1	3,395,463	94,149.1	194,876	6.1%	23,953.0	8.14	TX
New Jersey	1,046,320	75,224.2	1,125,445	47,028.1	79,125	7.6%	11,366.5	6.96	NJ
South Carolina	610,888	16817.2	665,057	26,854.0	54,169	8.9%	4,661.5	11.62	SC
U.S. Total	41,605,260	963,418.7	40,547,663	362,345.8	-1,057,597	-2.5%	850,004.7	-1.24	US

*Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 2-Difference between district and school survey ungraded enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Nevada	24,297	0.0	1,453	1,382.4	-22,844	-94.0%	201.6	-113.29	NV
Wyoming	642	643.6	50	36.0	-591	-92.2%	94.3	-6.27	WY
New Mexico	9,248	179.9	1,205	482.4	-8,042	-87.0%	74.9	-107.39	NM
Washington	10,379	2,835.0	1,722	1,523.0	-8,657	-83.4%	480.3	-18.02	WA
Oregon	8,234	5,095.0	1,550	451.5	-6,684	-81.2%	738.2	-9.05	OR
Minnesota	8,852	813.4	1,780	565.0	-7,072	-79.9%	135.3	-52.26	MN
California	112,303	27,365.2	24,802	7,104.5	-87,501	-77.9%	3,957.8	-22.11	CA
Maryland	7,181	90.0	2,224	807.7	-4,957	-69.0%	119.0	-41.65	MD
Pennsylvania	31,191	7,277.4	10,007	2,564.8	-21,184	-67.9%	1,124.3	-18.84	PA
Illinois	75,491	10,118.5	25,738	6,474.9	-49,753	-65.9%	1,619.3	-30.72	IL
Texas	22,774	3,234.7	8,530	1,900.5	-14,244	-62.5%	617.4	-23.07	TX
Tennessee	17,069	765.3	6,648	1,530.0	-10,421	-61.1%	229.0	-45.51	TN
Arkansas	4,361	464.4	1,715	506.5	-2,646	-60.7%	97.4	-27.17	AR
Delaware	961	0.0	388	369.6	-573	-59.6%	53.8	-10.64	DE
Georgia	6,445	761.8	2,672	950.5	-3,772	-58.5%	178.6	-21.12	GA
North Carolina	14,016	1,856.2	5,821	1,292.1	-8,195	-58.5%	349.9	-23.42	NC
Michigan	29,376	4,209.7	12,284	2,686.4	-17,092	-58.2%	716.6	-23.85	MI
New York	112,313	7,256.7	47,049	7,926.8	-65,264	-58.1%	1,463.6	-44.59	NY
Kansas	3,387	406.6	1,488	572.3	-1,898	-56.1%	93.7	-20.26	KS
Virginia	22,240	1,893.6	10,413	2,336.0	-11,827	-53.2%	450.2	-26.27	VA
Mississippi	8,088	805.9	4,019	883.1	-4,069	-50.3%	165.1	-24.64	MS
Connecticut	7,848	1,336.8	3,915	1,000.8	-3,933	-50.1%	234.0	-16.81	CT
Oklahoma	5,817	4,573.2	2,940	983.2	-2,877	-49.5%	653.2	-4.40	OK
Missouri	21,085	1,523.2	11,144	5,264.3	-9,941	-47.1%	795.5	-12.50	MO
Maine	1,864	536.0	1,030	243.5	-835	-44.8%	78.4	-10.65	ME
Indiana	12,347	1,404.6	6,972	2,029.7	-5,374	-43.5%	330.0	-16.29	IN
Iowa	8,827	1,308.9	5,049	2,177.7	-3,777	-42.8%	349.9	-10.80	IA
Kentucky	5,274	3,391.5	3,040	1,224.7	-2,233	-42.3%	537.8	-4.15	KY
Rhode Island	3,926	86.4	2,434	376.4	-1,492	-38.0%	57.0	-26.17	RI
West Virginia	3,790	0.0	2,353	890.7	-1,438	-37.9%	129.9	-11.07	WV
Florida	20,153	435.3	12,597	12,312.9	-7,556	-37.5%	1,780.7	-4.24	FL
Vermont	224	49.6	142	47.5	-82	-36.8%	9.1	-9.02	VT
New Hampshire	1,448	78.8	980	252.5	-468	-32.3%	38.1	-12.29	NH
Wisconsin	8,298	988.4	5,799	1,500.7	-2,499	-30.1%	252.6	-9.89	WI
Utah	2,611	14.2	2,060	884.5	-551	-21.1%	129.0	-4.27	UT
Ohio	9,232	2,755.4	7,579	1,854.4	-1,653	-17.9%	490.3	-3.37	OH
Idaho	1,390	104.6	1,208	315.1	-182	-13.1%	49.6	-3.66	ID
Montana	1,127	23.3	1,014	354.6	-113	-10.0%	53.5	-2.11	MT
South Dakota	1,045	65.9	1,011	472.8	-34	-3.2%	70.5	-0.48	SD
New Jersey	22,412	3,291.8	21,894	3,817.8	-518	-2.3%	741.6	-0.70	NJ
Arizona	3,618	373.2	3,568	1,051.4	-50	-1.4%	160.9	-0.31	AZ
Massachusetts	9,804	1,484.6	10,005	2,604.3	202	2.1%	403.4	0.50	MA
Nebraska	1,283	371.4	1,313	808.9	30	2.3%	125.9	0.24	NE
South Carolina	7,241	4,822.0	7,803	3,304.2	562	7.8%	599.1	0.94	SC
Louisiana	11,924	936.6	15,166	3,271.5	3,243	27.2%	423.9	7.65	LA
District of Columbia	989	0.0	1,815	499.3	826	83.5%	72.8	11.34	DC
Alaska	164	165.0	330	139.2	166	100.9%	34.5	4.80	AK
North Dakota	557	305.1	2,392	2,263.2	1,836	329.9%	334.8	5.48	ND
Colorado	2,175	479.7	11,371	6,254.0	9,196	422.7%	918.7	10.01	CO
Alabama	247	80.5	3,097	1,503.0	2,849	1151.7%	219.6	12.97	AL
Hawaii	0	0.0	141	118.3	141	**	**	**	HI
U.S. TOTAL	705,564	35,772.3	321,721	24,985.5	-383,843	-54.4%	42,121.3	-9.11	US

*Sorted by difference between school and district estimates
**Too few cases for reliable estimate
SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 3-Difference between district and school survey prekindergarten enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Nebraska	1,854	253.2	187	191.7	-1,667	-89.9%	45.1	-36.91	NE
Georgia	8,856	209.1	1,569	978.8	-7,288	-82.3%	145.6	-50.06	GA
Wyoming	67	25.3	15	11.2	-52	-77.7%	3.8	-13.71	WY
Tennessee	2,260	161.6	929	338.4	-1,331	-58.9%	53.7	-24.81	TN
Kansas	2,982	236.3	1,312	565.5	-1,671	-56.0%	89.4	-18.70	KS
New Hampshire	630	59.8	306	105.4	-325	-51.5%	16.1	-20.11	NH
Iowa	3,121	345.8	1,543	688.0	-1,578	-50.6%	89.1	-17.71	IA
Missouri	7,123	1,256.2	3,567	1,503.3	-3,556	-49.9%	235.4	-15.10	MO
Nevada	684	0.0	349	160.6	-335	-49.0%	23.4	-14.35	NV
Washington	5,040	564.3	2,578	1,224.5	-2,462	-48.8%	173.2	-14.21	WA
New Jersey	10,543	2,476.9	5,988	2,032.3	-4,555	-43.2%	405.3	-11.24	NJ
Connecticut	4,106	287.7	2,470	659.5	-1,636	-39.8%	106.9	-15.31	CT
Wisconsin	10,751	902.8	6,503	1,286.3	-4,248	-39.5%	221.1	-19.21	WI
Minnesota	8,922	1,082.7	5,722	1,331.1	-3,199	-35.9%	245.0	-13.06	MN
New York	24,514	2,332.7	15,887	4,358.4	-8,627	-35.2%	796.8	-10.83	NY
Massachusetts	7,755	834.0	5,222	1,625.0	-2,533	-32.7%	228.0	-11.11	MA
Alaska	1,793	106.8	1,265	229.0	-528	-29.5%	34.0	-15.55	AK
Pennsylvania	10,572	1,343.3	7,862	2,458.3	-2,709	-25.6%	361.0	-7.51	PA
Oregon	2,671	1,199.4	2,071	1,145.6	-600	-22.5%	232.2	-2.58	OR
Vermont	912	205.1	709	183.5	-203	-22.3%	40.7	-4.99	VT
Utah	1,986	146.4	1,604	533.0	-383	-19.3%	78.1	-4.90	UT
Maine	1,042	277.6	872	370.2	-170	-16.3%	62.2	-2.73	ME
Idaho	965	81.9	809	275.3	-157	-16.2%	43.2	-3.62	ID
Florida	22,014	546.7	18,485	3,326.6	-3,529	-16.0%	490.8	-7.19	FL
Kentucky	7,633	626.0	6,444	1,458.7	-1,188	-15.6%	215.2	-5.52	KY
Rhode Island	388	29.1	328	140.8	-59	-15.3%	21.4	-2.77	RI
Arkansas	530	67.4	454	259.3	-76	-14.4%	39.2	-1.94	AR
Michigan	20,533	2,268.5	18,424	3,997.0	-2,109	-10.3%	597.6	-3.53	MI
California	25,082	3,714.8	22,688	5,503.2	-2,393	-9.5%	956.3	-2.50	CA
North Dakota	654	194.3	596	291.5	-59	-9.0%	50.8	-1.16	ND
Oklahoma	2,493	430.3	2,336	486.9	-157	-6.3%	84.4	-1.86	OK
Texas	72,213	4,508.5	67,757	8,019.2	-4,457	-6.2%	1,294.3	-3.44	TX
West Virginia	1,160	0.0	1,093	507.3	-68	-5.8%	73.9	-0.91	WV
Virginia	5,315	547.7	5,261	1,268.5	-54	-1.0%	185.3	-0.29	VA
Alabama	1,254	365.5	1,257	517.2	3	0.3%	95.5	0.03	AL
North Carolina	3,098	378.5	3,352	1,411.4	254	8.2%	209.5	1.21	NC
District of Columbia	3,636	0.0	3,965	351.4	329	9.0%	51.0	6.45	DC
South Carolina	10,604	316.6	12,025	1,627.9	1,422	13.4%	224.6	6.33	SC
Hawaii	419	0.0	479	129.2	60	14.3%	18.8	3.18	HI
Illinois	29,287	3,878.1	35,846	5,826.9	6,559	22.4%	1,150.4	5.70	IL
Ohio	7,167	861.8	8,821	2,676.5	1,655	23.1%	400.5	4.13	OH
South Dakota	820	104.9	1,022	412.4	202	24.7%	64.3	3.14	SD
Mississippi	1,113	190.4	1,501	830.0	389	34.9%	121.8	3.19	MS
Delaware	123	0.0	179	62.4	56	45.8%	9.1	6.19	DE
Colorado	4,590	431.8	6,730	2,236.8	2,141	46.6%	310.6	6.89	CO
Maryland	9,663	98.3	15,223	2,756.9	5,560	57.5%	402.3	13.82	MD
New Mexico	711	229.3	1,146	511.2	435	61.1%	84.1	5.17	NM
Arizona	2,352	345.1	4,676	960.3	2,324	98.8%	136.1	17.08	AZ
Louisiana	4,780	203.4	10,111	2,168.0	5,332	111.5%	310.7	17.16	LA
Montana	217	38.4	590	211.3	373	171.6%	30.6	12.18	MT
Indiana	821	293.4	2,307	1,116.4	1,486	181.0%	166.0	8.95	IN
U.S. TOTAL	357,816	9,311.1	322,434	15,470.9	-35,382	-9.9%	17,369.9	-2.04	US

*Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 4-Difference between district and school survey kindergarten enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Michigan	139,789	18,370.5	106,965	8,856.9	-32,824	-23.5%	2,729.4	-12.03	MI
Minnesota	63,720	3,316.4	49,571	5,073.6	-14,149	-22.2%	852.6	-16.60	MN
Massachusetts	74,614	5,824.5	58,855	7,071.8	-15,759	-21.1%	1,337.3	-11.78	MA
Kentucky	46,919	1,417.5	39,466	4,052.3	-7,453	-15.9%	609.2	-12.23	KY
Florida	166,082	2,355.9	140,822	10,149.3	-25,260	-15.2%	1,481.0	-17.06	FL
Iowa	38,981	1,357.1	33,285	4,296.8	-5,696	-14.6%	667.0	-8.54	IA
Maine	20,299	1,805.4	17,363	2,618.1	-2,936	-14.5%	441.3	-6.65	ME
Delaware	7,778	0.0	6,701	909.2	-1,078	-13.9%	132.6	-8.12	DE
Rhode Island	11,154	311.7	9,730	857.5	-1,424	-12.8%	140.0	-10.17	RI
Illinois	148,040	10,842.7	129,364	11,987.2	-18,676	-12.6%	2,496.6	-7.48	IL
Louisiana	65,300	1,720.8	57,357	4,818.9	-7,943	-12.2%	686.2	-11.57	LA
Tennessee	61,802	1,354.8	55,036	4,735.1	-6,766	-10.9%	711.7	-9.51	TN
Arkansas	33,875	1,418.1	30,386	3,178.3	-3,489	-10.3%	498.4	-7.00	AR
North Carolina	91,146	2,742.7	81,866	7,950.8	-9,281	-10.2%	1,269.1	-7.31	NC
Alaska	9,609	208.3	8,694	905.4	-915	-9.5%	126.9	-7.21	AK
Idaho	14,341	415.9	13,107	1,287.6	-1,235	-8.6%	180.2	-6.85	ID
California	419,776	63,902.1	384,417	15,994.7	-35,359	-8.4%	9,167.9	-3.86	CA
Mississippi	37,337	984.8	34,199	3,819.5	-3,138	-8.4%	590.6	-5.31	MS
Ohio	149,052	11,725.1	137,204	14,651.1	-11,848	-7.9%	2,802.6	-4.23	OH
Arizona	52,391	3,948.3	48,769	2,247.2	-3,622	-6.9%	631.8	-5.73	AZ
Oregon	36,624	2,984.6	34,276	3,319.0	-2,347	-6.4%	599.8	-3.91	OR
North Dakota	9,416	381.1	8,925	863.5	-491	-5.2%	130.3	-3.77	ND
District of Columbia	6,402	0.0	6,118	573.4	-284	-4.4%	82.9	-3.42	DC
Alabama	50,850	2,469.7	48,923	4,712.1	-1,927	-3.8%	775.2	-2.49	AL
Nebraska	22,481	1,615.1	21,721	2,455.2	-760	-3.4%	342.3	-2.22	NE
Indiana	67,497	2,594.2	65,694	6,650.5	-1,804	-2.7%	973.5	-1.85	IN
Connecticut	40,109	2,537.1	39,093	3,642.5	-1,016	-2.5%	652.5	-1.56	CT
Virginia	80,708	4,061.0	79,502	8,412.5	-1,207	-1.5%	450.2	-2.68	VA
Oklahoma	44,365	2,712.0	44,299	4,146.2	-66	-0.1%	617.7	-0.11	OK
New Jersey	81,297	5,039.1	81,683	7,089.3	386	0.5%	1,310.0	0.29	NJ
Vermont	7,796	495.1	7,838	638.0	42	0.5%	87.0	0.48	VT
New York	186,704	7,912.0	187,751	12,846.0	1,047	0.6%	2,112.6	0.50	NY
Pennsylvania	132,259	6,043.9	133,101	8,823.6	842	0.6%	1,457.9	0.58	PA
Hawaii	14,228	0.0	14,381	519.5	153	1.1%	75.8	2.02	HI
Missouri	62,118	4,451.7	63,268	5,077.6	1,151	1.9%	943.1	1.22	MO
New Mexico	21,744	560.9	22,161	1,869.5	418	1.9%	299.4	1.39	NM
Texas	239,044	11,982.9	245,864	18,415.5	6,820	2.9%	2,794.4	2.44	TX
Wyoming	7,622	115.0	7,840	847.3	219	2.9%	126.7	1.72	WY
Kansas	36,059	929.8	37,126	2,975.7	1,067	3.0%	470.1	2.27	KS
Georgia	95,520	3,424.8	98,886	8,317.0	3,366	3.5%	1,248.0	2.70	GA
Wisconsin	62,391	3,235.9	65,147	6,352.5	2,756	4.4%	860.5	3.20	WI
Utah	31,864	337.4	34,369	1,800.0	2,505	7.9%	256.8	9.76	UT
Washington	63,958	2,953.7	70,385	4,334.6	6,427	10.0%	583.4	11.02	WA
New Hampshire	6,964	864.6	7,924	1,263.2	960	13.8%	163.7	5.87	NH
South Carolina	37,987	1,128.5	43,271	4,094.5	5,284	13.9%	604.5	8.74	SC
West Virginia	19,194	0.0	22,460	1,913.3	3,265	17.0%	278.9	11.71	WV
Colorado	42,349	1,346.3	49,689	3,882.7	7,340	17.3%	577.9	12.70	CO
Maryland	44,323	482.5	53,207	5,210.9	8,884	20.0%	766.1	11.60	MD
Montana	12,768	705.6	15,343	2,037.1	2,576	20.2%	293.3	8.78	MT
South Dakota	10,256	454.6	13,345	1,454.7	3,089	30.1%	222.2	13.90	SD
Nevada	10,957	0.0	14,594	1,009.9	3,637	33.2%	146.8	24.78	NV
U.S. TOTAL	3,237,854	77,547.9	3,081,336	46,739.6	-156,519	-4.8%	85,996.3	-1.82	US

*Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 5-Difference between district and school survey grades 1-6 enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC	
New Hampshire	88,053	5,972.5	76,154	5,856.1	-11,900	-13.5%	1,061.4	-11.21	NH
Virginia	479,510	24,253.4	421,346	29,792.4	-58,164	-12.1%	5,395.3	-10.78	VA
Minnesota	384,593	18,628.7	341,326	17,992.2	-43,267	-11.3%	3,825.4	-11.31	MN
Kentucky	315,076	9,309.5	285,235	18,194.6	-29,841	-9.5%	2,900.7	-10.29	KY
Arizona	318,560	18,702.2	289,759	13,441.9	-28,801	-9.0%	2,952.8	-9.75	AZ
Massachusetts	407,546	33,815.4	375,985	24,701.2	-31,561	-7.7%	5,930.0	-5.32	MA
North Carolina	536,956	15,754.4	502,900	27,376.2	-34,055	-6.3%	4,413.7	-7.72	NC
Georgia	595,367	20,306.9	559,179	30,578.4	-36,187	-6.1%	5,627.0	-6.43	GA
Ohio	810,505	50,165.4	763,268	44,005.9	-47,237	-5.8%	8,540.2	-5.53	OH
Tennessee	383,436	8,867.6	362,036	25,299.0	-21,400	-5.6%	4,053.9	-5.28	TN
Pennsylvania	833,325	35,748.7	787,508	41,966.3	-45,817	-5.5%	7,673.9	-5.97	PA
Nebraska	130,644	9,579.1	123,915	11,462.6	-6,729	-5.2%	1,580.3	-4.26	NE
Illinois	899,526	64,241.5	855,415	56,369.7	-44,111	-4.9%	11,289.8	-3.91	IL
Alaska	54,536	1,117.6	51,963	4,222.7	-2,573	-4.7%	614.1	-4.19	AK
Florida	881,354	13,518.0	841,504	30,238.8	-39,850	-4.5%	4,234.7	-9.41	FL
North Dakota	58,432	2,800.6	56,690	4,754.7	-1,742	-3.0%	782.9	-2.22	ND
Indiana	452,608	17,644.0	439,669	24,182.0	-12,939	-2.9%	4,182.2	-3.09	IN
Arkansas	207,255	8,519.1	201,439	11,469.3	-5,816	-2.8%	1,940.9	-3.00	AR
Nevada	91,665	0.0	89,133	5,112.2	-2,532	-2.8%	740.3	-3.42	NV
Oregon	233,432	19,366.2	227,266	13,141.2	-6,167	-2.6%	3,167.2	-1.95	OR
Connecticut	226,781	14,337.2	221,782	11,327.8	-4,999	-2.2%	2,488.8	-2.01	CT
Louisiana	381,294	9,660.3	373,589	22,284.5	-7,705	-2.0%	3,040.1	-2.53	LA
Mississippi	247,939	6,290.5	243,437	12,650.1	-4,502	-1.8%	2,180.1	-2.07	MS
West Virginia	146,429	0.0	143,834	9,902.8	-2,595	-1.8%	1,442.8	-1.80	WV
California	2,285,838	366,519.1	2,245,403	79,080.5	-40,435	-1.8%	48,509.6	-0.83	CA
Rhode Island	67,979	2,050.2	66,976	3,134.8	-1,003	-1.5%	620.8	-1.62	RI
Alabama	338,080	15,722.9	334,607	20,380.6	-3,474	-1.0%	3,862.1	-0.90	AL
Delaware	48,700	0.0	48,805	3,750.4	105	0.2%	546.1	0.19	DE
Maine	107,314	5,919.0	108,048	8,048.7	734	0.7%	1,361.6	0.54	ME
New York	1,149,583	44,392.1	1,158,773	43,956.8	9,190	0.8%	7,633.8	1.20	NY
District of Columbia	37,460	0.0	37,845	2,076.4	385	1.0%	295.6	1.30	DC
Missouri	386,126	27,625.1	391,026	21,208.2	4,901	1.3%	4,591.6	1.07	MO
Wyoming	47,906	537.9	48,699	4,393.9	793	1.7%	659.7	1.20	WY
Iowa	223,318	7,981.1	227,167	15,325.2	3,849	1.7%	2,334.9	1.65	IA
Hawaii	85,608	0.0	87,782	3,103.3	2,174	2.5%	452.6	4.80	HI
Michigan	647,371	73,461.0	663,949	37,181.4	16,578	2.6%	7,911.7	2.10	MI
Washington	431,252	20,967.9	442,459	16,785.5	11,208	2.6%	3,390.4	3.31	WA
Vermont	47,941	2,884.5	49,229	2,810.8	1,288	2.7%	379.4	3.39	VT
South Carolina	293,955	7,878.2	302,830	18,599.4	8,875	3.0%	2,948.7	3.01	SC
Wisconsin	363,091	17,162.7	374,128	24,401.1	11,037	3.0%	3,726.3	2.96	WI
Utah	211,757	2,317.0	218,625	9,141.2	6,868	3.2%	1,284.2	5.35	UT
Kansas	215,152	5,571.5	223,563	13,837.1	8,411	3.9%	2,286.9	3.68	KS
Montana	77,285	3,560.3	80,309	7,793.6	3,023	3.9%	1,162.2	2.60	MT
Colorado	275,506	8,268.8	287,421	16,888.8	11,915	4.3%	2,551.0	4.67	CO
New Mexico	133,306	3,568.3	141,042	7,463.8	7,735	5.8%	1,239.4	6.24	NM
New Jersey	492,368	31,861.2	526,317	27,519.2	33,949	6.9%	5,908.0	5.75	NJ
Texas	1,538,895	77,681.4	1,671,783	56,803.4	132,888	8.6%	13,367.5	9.94	TX
Idaho	99,501	3,086.8	109,545	8,182.5	10,044	10.1%	1,190.5	8.44	ID
Maryland	307,032	3,264.1	338,964	20,115.9	31,932	10.4%	2,982.0	10.71	MD
Oklahoma	278,790	16,768.1	319,338	18,113.5	40,549	14.5%	2,958.5	13.71	OK
South Dakota	63,812	3,053.4	79,096	7,756.2	15,284	24.0%	1,207.1	12.66	SD
U.S. TOTAL	19,419,747	420,435.8	19,218,059	167,750.4	-201,687	-1.0%	360,151.5	-0.56	US

*Sorted by difference between school and district estimates

:: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 6-Difference between district and school survey grades 7-12 enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Vermont	40,561	4,045.8	33,423	2,037.0	-7,138	-17.6%	624.5	-11.43	VT
Oklahoma	238,328	16,671.1	207,969	23,834.6	-30,359	-12.7%	3,472.9	-8.74	OK
South Dakota	62,933	10,877.7	55,338	4,644.2	-7,596	-12.1%	1,736.2	-4.37	SD
Montana	68,789	3,490.8	60,864	6,581.2	-7,925	-11.5%	958.9	-8.26	MT
Maryland	310,117	3,735.9	281,095	24,065.7	-29,022	-9.4%	3,567.9	-8.13	MD
Indiana	418,211	16,376.3	382,183	19,704.9	-36,028	-8.6%	3,748.6	-9.61	IN
Georgia	479,236	15,095.1	442,042	26,806.2	-37,194	-7.8%	4,764.1	-7.81	GA
New Hampshire	65,825	4,835.2	61,966	5,329.3	-3,859	-5.9%	1,008.2	-3.83	NH
New York	1,051,842	44,745.3	991,417	89,953.2	-60,425	-5.7%	13,835.1	-4.37	NY
Delaware	42,945	0.0	40,482	5,269.5	-2,463	-5.7%	765.6	-3.22	DE
North Carolina	508,117	15,145.5	479,016	32,076.7	-29,102	-5.7%	4,666.4	-6.24	NC
North Dakota	53,626	2,285.7	50,770	3,717.9	-2,855	-5.3%	663.6	-4.30	ND
Kentucky	305,774	10,155.8	289,883	22,914.2	-15,890	-5.2%	3,771.8	-4.21	KY
Oregon	206,689	18,154.0	196,014	14,867.2	-10,675	-5.2%	3,356.1	-3.18	OR
Arkansas	190,188	7,145.0	182,442	12,435.3	-7,746	-4.1%	1,942.3	-3.99	AR
Colorado	235,688	6,976.1	227,364	18,462.1	-8,325	-3.5%	2,864.6	-2.91	CO
Missouri	364,484	29,169.7	352,800	18,789.0	-11,684	-3.2%	4,136.3	-2.82	MO
Louisiana	300,292	7,684.9	292,187	21,718.3	-8,105	-2.7%	3,372.9	-2.40	LA
Arizona	253,901	15,679.8	248,434	23,413.5	-5,467	-2.2%	2,736.0	-2.00	AZ
Nebraska	115,473	8,638.8	113,081	9,401.5	-2,392	-2.1%	1,734.4	-1.38	NE
Iowa	216,875	8,305.7	213,522	23,061.8	-3,352	-1.5%	3,395.8	-0.99	IA
Florida	783,181	10,889.5	771,968	74,124.4	-11,213	-1.4%	10,721.3	-1.05	FL
Connecticut	191,736	15,328.7	189,023	15,020.2	-2,713	-1.4%	3,061.4	-0.89	CT
Pennsylvania	799,121	32,211.3	791,430	44,521.7	-7,691	-1.0%	6,870.7	-1.12	PA
California	2,147,026	349,186.1	2,143,513	165,026.6	-3,513	-0.2%	53,627.0	-0.07	CA
Illinois	794,307	62,208.2	794,190	63,014.7	-117	0.0%	9,033.8	-0.01	IL
Utah	183,295	2,013.5	183,820	22,507.2	526	0.3%	3,291.3	0.16	UT
Virginia	430,309	23,583.3	431,919	31,201.7	1,610	0.4%	5,661.3	0.28	VA
Maine	91,817	5,520.1	92,173	6,604.5	356	0.4%	1,315.6	0.27	ME
Ohio	804,889	45,083.1	808,904	57,311.4	4,016	0.5%	10,682.2	0.38	OH
Minnesota	320,881	17,158.3	326,904	27,560.4	6,023	1.9%	4,086.6	1.47	MN
Alabama	292,222	12,711.3	302,354	17,379.7	10,132	3.5%	3,081.1	3.29	AL
Tennessee	352,216	11,213.9	365,673	23,318.1	13,457	3.8%	3,616.9	3.72	TN
Hawaii	70,902	0.0	73,845	4,638.7	2,943	4.2%	675.9	4.35	HI
Idaho	88,046	2,777.1	91,832	6,382.3	3,786	4.3%	986.5	3.84	ID
Wisconsin	335,757	19,782.9	351,057	25,444.1	15,300	4.6%	4,496.3	3.40	WI
Texas	1,325,336	66,444.3	1,397,347	83,854.5	72,011	5.4%	14,238.2	5.06	TX
Massachusetts	345,663	30,223.0	365,909	37,846.7	20,246	5.9%	6,379.8	3.17	MA
Washington	361,446	19,720.9	383,430	34,187.9	21,985	6.1%	5,991.8	3.67	WA
Kansas	178,961	4,415.9	190,993	14,107.9	12,032	6.7%	2,053.5	5.86	KS
Michigan	595,339	49,990.3	635,709	44,500.0	40,371	6.8%	10,182.9	3.96	MI
Mississippi	208,024	4,691.2	225,042	10,526.2	17,018	8.2%	1,606.4	10.59	MS
Wyoming	41,302	592.2	45,121	4,370.8	3,819	9.2%	640.7	5.96	WY
West Virginia	151,191	0.0	167,938	10,599.7	16,747	11.1%	1,542.5	10.86	WV
New Mexico	114,955	3,136.3	128,074	10,807.6	13,119	11.4%	1,529.8	8.58	NM
New Jersey	433,500	42,869.3	482,979	33,796.4	49,479	11.4%	6,841.3	7.23	NJ
District of Columbia	28,792	0.0	32,637	3,292.9	3,845	13.4%	475.8	8.08	DC
South Carolina	260,355	7,030.8	295,925	16,974.8	35,570	13.7%	2,692.3	13.21	SC
Alaska	41,725	805.8	48,125	4,564.7	6,400	15.3%	712.6	8.98	AK
Rhode Island	58,795	2,215.7	68,888	4,922.9	10,093	17.2%	837.3	12.05	RI
Nevada	73,871	0.0	93,571	7,725.7	19,700	26.7%	1,124.7	17.52	NV
U.S. TOTAL	17,434,850	422,903.0	17,482,583	312,962.2	47,732	0.3%	455,117.5	0.10	US

*Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 7-Difference between district and school survey postsecondary enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT*	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC	
Georgia	11,646	2,492.4	202	150.0	-11,444	-98.3%	362.5	-31.57	GA
District of Columbia	21,000	0.0	375	367.6	-20,626	-98.2%	53.6	-384.85	DC
California	151,148	46,246.8	3,386	1,873.7	-147,761	-97.8%	6,408.3	-23.06	CA
Pennsylvania	32,732	10,112.9	1,501	638.2	-31,231	-95.4%	1,434.4	-21.77	PA
Maryland	699	10.0	33	32.8	-666	-95.2%	5.0	-134.29	MD
Michigan	20,922	5,713.6	1,110	767.9	-19,812	-94.7%	828.2	-23.92	MI
Vermont	417	32.5	35	10.5	-383	-91.7%	5.6	-68.60	VT
Kentucky	1,378	820.2	117	82.4	-1,260	-91.5%	120.0	-10.50	KY
Oregon	1,898	397.1	199	164.9	-1,699	-89.5%	61.0	-27.84	OR
Indiana	3,995	2,610.4	492	486.3	-3,503	-87.7%	373.5	-9.38	IN
Louisiana	6,338	1,330.5	1,161	582.7	-5,177	-81.7%	208.9	-24.78	LA
North Dakota	325	24.5	69	51.6	-255	-78.7%	8.4	-30.24	ND
New York	18,589	7,403.7	4,228	3,221.9	-14,361	-77.3%	1,154.2	-12.44	NY
Ohio	18,709	11,969.1	5,340	3,411.7	-13,369	-71.5%	1,816.8	-7.36	OH
Florida	87,692	3,808.3	30,142	12,564.5	-57,549	-65.6%	1,954.9	-29.44	FL
Massachusetts	2,054	902.7	722	460.9	-1,333	-64.9%	141.5	-9.42	MA
Tennessee	495	48.9	223	220.8	-271	-54.8%	32.5	-8.33	TN
Minnesota	17,088	3,346.1	8,031	4,829.7	-9,057	-53.0%	892.4	-10.15	MN
Missouri	3,316	1,105.1	2,164	638.8	-1,152	-34.7%	188.5	-6.11	MO
Connecticut	4,827	850.6	3,458	1,803.1	-1,369	-28.4%	290.8	-4.71	CT
Illinois	7,093	3,126.7	6,854	6,086.3	-239	-3.4%	1,043.0	-0.23	IL
New Jersey	6,199	2,743.6	6,584	3,942.3	385	6.2%	377.9	1.02	NJ
West Virginia	1,585	0.0	2,110	712.8	525	33.1%	104.0	5.04	WV
Texas	2,324	2,418.0	4,183	2,636.9	1,859	80.0%	587.2	3.17	TX
Virginia	2,603	1,525.8	5,188	4,504.2	2,585	99.3%	708.4	3.65	VA
Montana	332	0.0	663	657.4	331	99.7%	95.9	3.45	MT
Utah	69	2.2	149	99.1	80	116.5%	14.5	5.56	UT
Alaska	546	0.1	1,355	1,041.8	808	148.0%	152.0	5.32	AK
South Carolina	746	583.3	3,204	2,257.7	2,458	329.6%	332.9	7.38	SC
Maine	39	6.6	187	133.9	148	383.2%	19.6	7.56	ME
Washington	2,387	74.1	12,966	11,315.7	10,579	443.2%	1,651.5	6.41	WA
Arkansas	299	210.6	2,998	2,968.5	2,699	904.2%	437.1	6.17	AR
Colorado	829	19.9	8,834	6,919.4	8,004	965.1%	1,009.2	7.93	CO
Alabama	13	8.7	0	0.0	-13	**	**	**	AL
Arizona	709	0.0	0	0.0	-709	**	**	**	AZ
Delaware	41	0.0	0	0.0	-41	**	**	**	DE
North Carolina	38	33.3	0	0.0	-38	**	**	**	NC
Oklahoma	7,166	5,701.3	0	0.0	-7,166	**	**	**	OK
Rhode Island	94	65.5	0	0.0	-94	**	**	**	RI
South Dakota	2,666	96.7	0	0.0	-2,666	**	**	**	SD
Wisconsin	331	133.2	0	0.0	-331	**	**	**	WI
Kansas	6,002	1,029.1	7	6.9	-5,995	**	**	**	KS
New Hampshire	1,855	0.0	9	5.4	-1,846	**	**	**	NH
Iowa	114	81.3	9	9.4	-104	**	**	**	IA
Nebraska	55	54.8	22	22.3	-32	**	**	**	NE
Nevada	8	0.0	278	281.2	270	**	**	**	NV
New Mexico	26	24.7	986	788.5	959	**	**	**	NM
Hawaii	0	0.0	550	550.8	550	**	**	**	HI
Idaho	0	0.0	0	0.0	0	**	**	**	ID
Mississippi	0	0.0	407	215.0	407	**	**	**	MS
Wyoming	0	0.0	999	1,015.2	999	**	**	**	WY
U.S. TOTAL	449,433	51,257.3	121,529	24,020.9	-327,904	-73.0%	61,121.6	-5.36	US

*Sorted by difference between school and district estimates
**Too few cases for reliable estimate
SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT		SCHOOL		DIFFERENCE			
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Alabama								
Ungraded	247	80.5	3,097	1,503.0	2,849	1151.7%	219.6	12.97
Prekindergarten	1,254	365.5	1,257	517.2	3	0.3%	95.5	0.03
Kindergarten	50,850	2,469.7	48,923	4,712.1	-1,927	-3.8%	775.2	-2.49
Grades 1-6	338,080	15,722.9	334,607	20,380.6	-3,474	-1.0%	3,862.1	-0.90
Grades 7-12	292,222	12,711.3	302,354	17,379.7	10,132	3.5%	3,081.1	3.29
Postsecondary	13	8.7	0	0.0	-13	-100.0%	1.3	-10.29
Total	682,666	29,994.9	690,237	25,795.7	7,571	1.1%	5,704.6	1.33
Alaska								
Ungraded	164	165.0	330	139.2	166	100.9%	34.5	4.80
Prekindergarten	1,793	106.8	1,265	229.0	-528	-29.5%	34.0	-15.55
Kindergarten	9,609	208.3	8,694	905.4	-915	-9.5%	126.9	-7.21
Grades 1-6	54,536	1,117.6	51,963	4,222.7	-2,573	-4.7%	614.1	-4.19
Grades 7-12	41,725	805.8	48,125	4,564.7	6,400	15.3%	712.6	8.98
Postsecondary	546	0.1	1,355	1,041.8	808	148.0%	152.0	5.32
Total	108,374	2,079.9	111,732	7,356.8	3,358	3.1%	1,150.5	2.92
Arizona								
Ungraded	3,618	373.2	3,568	1,051.4	-50	-1.4%	160.9	-0.31
Prekindergarten	2,352	345.1	4,676	960.3	2,324	98.8%	136.1	17.08
Kindergarten	52,390	3,948.3	48,769	2,247.2	-3,622	-6.9%	631.8	-5.73
Grades 1-6	318,560	18,702.2	289,759	13,441.9	-28,801	-9.0%	2,952.8	-9.75
Grades 7-12	253,901	15,679.8	248,434	23,413.5	-5,467	-2.2%	2,736.0	-2.00
Postsecondary	709	0.0	0	0.0	-709	-100.0%	0.0	-- --
Total	631,530	36,852.3	595,205	29,822.7	-36,325	-5.8%	4,612.4	-7.88
Arkansas								
Ungraded	4,361	464.4	1,715	506.5	-2,646	-60.7%	97.4	-27.17
Prekindergarten	530	67.4	454	259.3	-76	-14.4%	39.2	-1.94
Kindergarten	33,875	1,418.1	30,386	3,178.3	-3,489	-10.3%	498.4	-7.00
Grades 1-6	207,255	8,519.1	201,439	11,469.3	-5,816	-2.8%	1,940.9	-3.00
Grades 7-12	190,188	7,145.0	182,442	12,435.3	-7,746	-4.1%	1,942.3	-3.99
Postsecondary	299	210.6	2,998	2,968.5	2,699	904.2%	437.1	6.17
Total	436,507	16,831.0	419,433	17,578.7	-17,074	-3.9%	3,240.2	-5.27
California								
Ungraded	112,303	27,365.2	24,802	7,104.5	-87,501	-77.9%	3,957.8	-22.11
Prekindergarten	25,082	3,714.8	22,688	5,503.2	-2,393	-9.5%	956.3	-2.50
Kindergarten	419,776	63,902.1	384,417	15,994.7	-35,359	-8.4%	9,167.9	-3.86
Grades 1-6	2,285,838	366,519.1	2,245,403	79,080.5	-40,435	-1.8%	48,509.6	-0.83
Grades 7-12	2,147,026	349,186.1	2,143,513	165,026.6	-3,513	-0.2%	53,627.0	-0.07
Postsecondary	151,148	46,246.8	3,386	1,873.7	-147,761	-97.8%	6,408.3	-23.06
Total	5,141,172	816,809.5	4,824,210	194,491.9	-316,962	-6.2%	112,967.5	-2.81

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Colorado								
Ungraded	2,175	479.7	11,371	6,254.0	9,196	422.7%	918.7	10.01
Prekindergarten	4,590	431.8	6,730	2,236.8	2,141	46.6%	310.6	6.89
Kindergarten	42,349	1,346.3	49,689	3,882.7	7,340	17.3%	577.9	12.70
Grades 1-6	275,506	8,268.8	287,421	16,888.8	11,915	4.3%	2,551.0	4.67
Grades 7-12	235,688	6,976.1	227,364	18,462.1	-8,325	-3.5%	2,864.6	-2.91
Postsecondary	829	19.9	8,834	6,919.4	8,004	965.1%	1,009.2	7.93
Total	561,137	16,982.0	591,409	24,506.2	30,271	5.4%	3,988.3	7.59
Connecticut								
Ungraded	7,848	1,336.8	3,915	1,000.8	-3,933	-50.1%	234.0	-16.81
Prekindergarten	4,106	287.7	2,470	659.5	-1,636	-39.8%	106.9	-15.31
Kindergarten	40,109	2,537.1	39,093	3,642.5	-1,016	-2.5%	652.5	-1.56
Grades 1-6	226,781	14,337.2	221,782	11,327.8	-4,999	-2.2%	2,488.8	-2.01
Grades 7-12	191,736	15,328.7	189,023	15,020.2	-2,713	-1.4%	3,061.4	-0.89
Postsecondary	4,827	850.6	3,458	1,803.1	-1,369	-28.4%	290.8	-4.71
Total	475,403	32,555.2	459,740	19,120.0	-15,663	-3.3%	5,228.4	-3.00
Delaware								
Ungraded	961	0.0	388	369.6	-573	-59.6%	53.8	-10.64
Prekindergarten	123	0.0	179	62.4	56	45.8%	9.1	6.19
Kindergarten	7,778	0.0	6,701	909.2	-1,078	-13.9%	132.6	-8.12
Grades 1-6	48,700	0.0	48,805	3,750.4	105	0.2%	546.1	0.19
Grades 7-12	42,945	0.0	40,482	5,269.5	-2,463	-5.7%	765.6	-3.22
Postsecondary	41	0.0	0	0.0	-41	-100.0%	0.0	-- --
Total	100,548	0.0	96,554	6,495.5	-3,994	-4.0%	942.6	-4.24
District of Columbia								
Ungraded	989	0.0	1,815	499.3	826	83.5%	72.8	11.34
Prekindergarten	3,636	0.0	3,965	351.4	329	9.0%	51.0	6.45
Kindergarten	6,402	0.0	6,118	573.4	-284	-4.4%	82.9	-3.42
Grades 1-6	37,460	0.0	37,845	2,076.4	385	1.0%	295.6	1.30
Grades 7-12	28,792	0.0	32,637	3,292.9	3,845	13.4%	475.8	8.08
Postsecondary	21,000	0.0	375	367.6	-20,626	-98.2%	53.6	-384.85
Total	98,279	0.0	82,754	3,599.1	-15,525	-15.8%	524.7	-29.59
Florida								
Ungraded	20,153	435.3	12,597	12,312.9	-7,556	-37.5%	1,780.7	-4.24
Prekindergarten	22,014	546.7	18,485	3,326.6	-3,529	-16.0%	490.8	-7.19
Kindergarten	166,082	2,355.9	140,822	10,149.3	-25,260	-15.2%	1,481.0	-17.06
Grades 1-6	881,354	13,518.0	841,504	30,238.8	-39,850	-4.5%	4,234.7	-9.41
Grades 7-12	783,181	10,889.5	771,968	74,124.4	-11,213	-1.4%	10,721.3	-1.05
Postsecondary	87,692	3,808.3	30,142	12,564.5	-57,549	-65.6%	1,954.9	-29.44
Total	1,960,475	28,223.7	1,815,517	75,413.1	-144,958	-7.4%	10,876.6	-13.33

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Georgia								
Ungraded	6,445	761.8	2,672	950.5	-3,772	-58.5%	178.6	-21.12
Prekindergarten	8,856	209.1	1,569	978.8	-7,288	-82.3%	145.6	-50.06
Kindergarten	95,520	3,424.8	98,886	8,317.0	3,366	3.5%	1,248.0	2.70
Grades 1-6	595,367	20,306.9	559,179	30,578.4	-36,187	-6.1%	5,627.0	-6.43
Grades 7-12	479,236	15,095.1	442,042	26,806.2	-37,194	-7.8%	4,764.1	-7.81
Postsecondary	11,646	2,492.4	202	150.0	-11,444	-98.3%	362.5	-31.57
Total	1,197,070	39,664.4	1,104,550	48,426.4	-92,520	-7.7%	9,723.6	-9.51
Hawaii								
Ungraded	0	0.0	141	118.3	141	-- --	17.3	8.17
Prekindergarten	419	0.0	479	129.2	60	14.3%	18.8	3.18
Kindergarten	14,228	0.0	14,381	519.5	153	1.1%	75.8	2.02
Grades 1-6	85,608	0.0	87,782	3,103.3	2,174	2.5%	452.6	4.80
Grades 7-12	70,902	0.0	73,845	4,638.7	2,943	4.2%	675.9	4.35
Postsecondary	0	0.0	550	550.8	550	-- --	8,034.1	0.07
Total	171,157	0.0	177,178	4,675.0	6,021	3.5%	681.5	8.84
Idaho								
Ungraded	1,390	104.6	1,208	315.1	-182	-13.1%	49.6	-3.66
Prekindergarten	965	81.9	809	275.3	-157	-16.2%	43.2	-3.62
Kindergarten	14,341	415.9	13,107	1,287.6	-1,235	-8.6%	180.2	-6.85
Grades 1-6	99,501	3,086.8	109,545	8,182.5	10,044	10.1%	1,190.5	8.44
Grades 7-12	88,046	2,777.1	91,832	6,382.3	3,786	4.3%	986.5	3.84
Postsecondary	0	0.0	0	0.0	0	-- --	0.0	-- --
Total	204,243	6,308.5	216,501	11,633.3	12,258	6.0%	1,749.7	7.01
Illinois								
Ungraded	75,491	10,118.5	25,738	6,474.9	-49,753	-65.9%	1,619.3	-30.72
Prekindergarten	29,287	3,878.1	35,846	5,826.9	6,559	22.4%	1,150.4	5.70
Kindergarten	148,040	10,842.7	129,364	11,987.2	-18,676	-12.6%	2,496.6	-7.48
Grades 1-6	899,526	64,241.5	855,415	56,369.7	-44,111	-4.9%	11,289.8	-3.91
Grades 7-12	794,307	62,208.2	794,190	63,014.7	-117	0.0%	9,033.8	-0.01
Postsecondary	7,093	3,126.7	6,854	6,086.3	-239	-3.4%	1,043.0	-0.23
Total	1,953,743	134,887.1	1,847,406	83,376.8	-106,337	-5.4%	17,180.0	-6.19
Indiana								
Ungraded	12,347	1,404.6	6,972	2,029.7	-5,374	-43.5%	330.0	-16.29
Prekindergarten	821	293.4	2,307	1,116.4	1,486	181.0%	166.0	8.95
Kindergarten	67,497	2,594.2	65,694	6,650.5	-1,804	-2.7%	973.5	-1.85
Grades 1-6	452,608	17,644.0	439,669	24,182.0	-12,939	-2.9%	4,182.2	-3.09
Grades 7-12	418,211	16,376.3	382,183	19,704.9	-36,028	-8.6%	3,748.6	-9.61
Postsecondary	3,995	2,610.4	492	486.3	-3,503	-87.7%	373.5	-9.38
Total	955,479	36,325.2	897,317	30,664.3	-58,162	-6.1%	6,529.8	-8.91

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Iowa								
Ungraded	8,827	1,308.9	5,049	2,177.7	-3,777	-42.8%	349.9	-10.80
Prekindergarten	3,121	345.8	1,543	688.0	-1,578	-50.6%	89.1	-17.71
Kindergarten	38,981	1,357.1	33,285	4,296.8	-5,696	-14.6%	667.0	-8.54
Grades 1-6	223,318	7,981.1	227,167	15,325.2	3,849	1.7%	2,334.9	1.65
Grades 7-12	216,875	8,305.7	213,522	23,061.8	-3,352	-1.5%	3,395.8	-0.99
Postsecondary	114	81.3	9	9.4	-104	-91.8%	11.9	-8.73
Total	491,235	16,697.8	480,576	24,366.9	-10,659	-2.2%	3,810.3	-2.80
Kansas								
Ungraded	3,387	406.6	1,488	572.3	-1,898	-56.1%	93.7	-20.26
Prekindergarten	2,982	236.3	1,312	565.5	-1,671	-56.0%	89.4	-18.70
Kindergarten	36,059	929.8	37,126	2,975.7	1,067	3.0%	470.1	2.27
Grades 1-6	215,152	5,571.5	223,563	13,837.1	8,411	3.9%	2,286.9	3.68
Grades 7-12	178,961	4,415.9	190,993	14,107.9	12,032	6.7%	2,053.5	5.86
Postsecondary	6,002	1,029.1	7	6.9	-5,995	-99.9%	144.1	-41.61
Total	442,543	10,488.1	454,489	21,678.6	11,946	2.7%	3,496.4	3.42
Kentucky								
Ungraded	5,274	3,391.5	3,040	1,224.7	-2,233	-42.3%	537.8	-4.15
Prekindergarten	7,633	626.0	6,444	1,458.7	-1,188	-15.6%	215.2	-5.52
Kindergarten	46,919	1,417.5	39,466	4,052.3	-7,453	-15.9%	609.2	-12.23
Grades 1-6	315,076	9,309.5	285,235	18,194.6	-29,841	-9.5%	2,900.7	-10.29
Grades 7-12	305,774	10,155.8	289,883	22,914.2	-15,890	-5.2%	3,771.8	-4.21
Postsecondary	1,378	820.2	117	82.4	-1,260	-91.5%	120.0	-10.50
Total	682,053	21,003.8	624,187	33,172.7	-57,866	-8.5%	5,799.2	-9.98
Louisiana								
Ungraded	11,924	936.6	15,166	3,271.5	3,243	27.2%	423.9	7.65
Prekindergarten	4,780	203.4	10,111	2,168.0	5,332	111.5%	310.7	17.16
Kindergarten	65,300	1,720.8	57,357	4,818.9	-7,943	-12.2%	686.2	-11.57
Grades 1-6	381,294	9,660.3	373,589	22,284.5	-7,705	-2.0%	3,040.1	-2.53
Grades 7-12	300,292	7,684.9	292,187	21,718.3	-8,105	-2.7%	3,372.9	-2.40
Postsecondary	6,338	1,330.5	1,161	582.7	-5,177	-81.7%	208.9	-24.78
Total	769,926	19,419.9	749,572	30,808.7	-20,354	-2.6%	4,554.5	-4.47
Maine								
Ungraded	1,864	536.0	1,030	243.5	-835	-44.8%	78.4	-10.65
Prekindergarten	1,042	277.6	872	370.2	-170	-16.3%	62.2	-2.73
Kindergarten	20,299	1,805.4	17,363	2,618.1	-2,936	-14.5%	441.3	-6.65
Grades 1-6	107,314	5,919.0	108,048	8,048.7	734	0.7%	1,361.6	0.54
Grades 7-12	91,817	5,520.1	92,173	6,604.5	356	0.4%	1,315.6	0.27
Postsecondary	39	6.6	187	133.9	148	383.2%	19.6	7.56
Total	222,376	12,714.5	219,672	12,245.7	-2,703	-1.2%	2,530.4	-1.07

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Maryland								
Ungraded	7,181	90.0	2,224	807.7	-4,957	-69.0%	119.0	-41.65
Prekindergarten	9,663	98.3	15,223	2,756.9	5,560	57.5%	402.3	13.82
Kindergarten	44,323	482.5	53,207	5,210.9	8,884	20.0%	766.1	11.60
Grades 1-6	307,032	3,264.1	338,964	20,115.9	31,932	10.4%	2,982.0	10.71
Grades 7-12	310,117	3,735.9	281,095	24,065.7	-29,022	-9.4%	3,567.9	-8.13
Postsecondary	699	10.0	33	32.8	-666	-95.2%	5.0	-134.29
Total	679,016	7,563.0	690,748	32,136.3	11,732	1.7%	4,867.6	2.41
Massachusetts								
Ungraded	9,804	1,484.6	10,005	2,604.3	202	2.1%	403.4	0.50
Prekindergarten	7,755	834.0	5,222	1,625.0	-2,533	-32.7%	228.0	-11.11
Kindergarten	74,614	5,824.5	58,855	7,071.8	-15,759	-21.1%	1,337.3	-11.78
Grades 1-6	407,546	33,815.4	375,985	24,701.2	-31,561	-7.7%	5,930.0	-5.32
Grades 7-12	345,663	30,223.0	365,909	37,846.7	20,246	5.9%	6,379.8	3.17
Postsecondary	2,054	902.7	722	460.9	-1,333	-64.9%	141.5	-9.42
Total	847,436	68,311.8	816,698	44,144.3	-30,738	-3.6%	10,745.6	-2.86
Michigan								
Ungraded	29,376	4,209.7	12,284	2,686.4	-17,092	-58.2%	716.6	-23.85
Prekindergarten	20,533	2,268.5	18,424	3,997.0	-2,109	-10.3%	597.6	-3.53
Kindergarten	139,789	18,370.5	106,965	8,856.9	-32,824	-23.5%	2,729.4	-12.03
Grades 1-6	647,371	73,461.0	663,949	37,181.4	16,578	2.6%	7,911.7	2.10
Grades 7-12	595,339	49,990.3	635,709	44,500.0	40,371	6.8%	10,182.9	3.96
Postsecondary	20,922	5,713.6	1,110	767.9	-19,812	-94.7%	828.2	-23.92
Total	1,453,329	164,185.7	1,438,441	6,434.5	-14,888	-1.0%	19,024.1	-0.78
Minnesota								
Ungraded	8,852	813.4	1,780	565.0	-7,072	-79.9%	135.3	-52.26
Prekindergarten	8,922	1,082.7	5,722	1,331.1	-3,199	-35.9%	245.0	-13.06
Kindergarten	63,720	3,316.4	49,571	5,073.6	-14,149	-22.2%	852.6	-16.60
Grades 1-6	384,593	18,628.7	341,326	17,992.2	-43,267	-11.3%	3,825.4	-11.31
Grades 7-12	320,881	17,158.3	326,904	27,560.4	6,023	1.9%	4,086.6	1.47
Postsecondary	17,088	3,346.1	8,031	4,829.7	-9,057	-53.0%	892.4	-10.15
Total	804,055	40,675.4	733,334	39,138.6	-70,722	-8.8%	7,424.5	-9.53
Mississippi								
Ungraded	8,088	805.9	4,019	883.1	-4,069	-50.3%	165.1	-24.64
Prekindergarten	1,113	190.4	1,501	830.0	389	34.9%	121.8	3.19
Kindergarten	37,337	984.8	34,199	3,819.5	-3,138	-8.4%	590.6	-5.31
Grades 1-6	247,939	6,290.5	243,437	12,650.1	-4,502	-1.8%	2,180.1	-2.07
Grades 7-12	208,024	4,691.2	225,042	10,526.2	17,018	8.2%	1,606.4	10.59
Postsecondary	0	0.0	407	215.0	407	-- --	31.4	12.97
Total	502,500	12,043.3	508,605	17,968.4	6,104	1.2%	3,373.2	1.81

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Missouri								
Ungraded	21,085	1,523.2	11,144	5,264.3	-9,941	-47.1%	795.5	-12.50
Prekindergarten	7,123	1,256.2	3,567	1,503.3	-3,556	-49.9%	235.4	-15.10
Kindergarten	62,118	4,451.7	63,268	5,077.6	1,151	1.9%	943.1	1.22
Grades 1-6	386,126	27,625.1	391,026	21,208.2	4,901	1.3%	4,591.6	1.07
Grades 7-12	364,484	29,169.7	352,800	18,789.0	-11,684	-3.2%	4,136.3	-2.82
Postsecondary	3,316	1,105.1	2,164	638.8	-1,152	-34.7%	188.5	-6.11
Total	844,251	61,501.7	823,970	30,653.7	-20,281	-2.4%	8,353.7	-2.43
Montana								
Ungraded	1,127	23.3	1,014	354.6	-113	-10.0%	53.5	-2.11
Prekindergarten	217	38.4	590	211.3	373	171.6%	30.6	12.18
Kindergarten	12,768	705.6	15,343	2,037.1	2,576	20.2%	293.3	8.78
Grades 1-6	77,285	3,560.3	80,309	7,793.6	3,023	3.9%	1,162.2	2.60
Grades 7-12	68,789	3,490.8	60,864	6,581.2	-7,925	-11.5%	958.9	-8.26
Postsecondary	332	0.0	663	657.4	331	99.7%	95.9	3.45
Total	160,518	5,945.4	158,783	11,610.8	-1,735	-1.1%	1,611.9	-1.08
Nebraska								
Ungraded	1,283	371.4	1,313	808.9	30	2.3%	125.9	0.24
Prekindergarten	1,854	253.2	187	191.7	-1,667	-89.9%	45.1	-36.91
Kindergarten	22,481	1,615.1	21,721	2,455.2	-760	-3.4%	342.3	-2.22
Grades 1-6	130,644	9,579.1	123,915	11,462.6	-6,729	-5.2%	1,580.3	-4.26
Grades 7-12	115,473	8,638.8	113,081	9,401.5	-2,392	-2.1%	1,734.4	-1.38
Postsecondary	55	54.8	22	22.3	-32	-58.9%	8.6	-3.75
Total	271,790	19,777.0	260,240	15,849.9	-11,550	-4.2%	2,664.5	-4.33
Nevada								
Ungraded	24,297	0.0	1,453	1,382.4	-22,844	-94.0%	201.6	-113.29
Prekindergarten	684	0.0	349	160.6	-335	-49.0%	23.4	-14.35
Kindergarten	10,957	0.0	14,594	1,009.9	3,637	33.2%	146.8	24.78
Grades 1-6	91,665	0.0	89,133	5,112.2	-2,532	-2.8%	740.3	-3.42
Grades 7-12	73,871	0.0	93,571	7,725.7	19,700	26.7%	1,124.7	17.52
Postsecondary	8	0.0	278	281.2	270	3376.3%	41.0	6.59
Total	201,482	0.0	199,378	9,934.0	-2,104	-1.0%	1,438.3	-1.46
New Hampshire								
Ungraded	1,448	78.8	980	252.5	-468	-32.3%	38.1	-12.29
Prekindergarten	630	59.8	306	105.4	-325	-51.5%	16.1	-20.11
Kindergarten	6,964	864.6	7,924	1,263.2	960	13.8%	163.7	5.87
Grades 1-6	88,053	5,972.5	76,154	5,856.1	-11,900	-13.5%	1,061.4	-11.21
Grades 7-12	65,825	4,835.2	61,966	5,329.3	-3,859	-5.9%	1,008.2	-3.83
Postsecondary	1,855	0.0	9	5.4	-1,846	-99.5%	0.8	-2325.11
Total	164,774	11,027.5	147,338	7,869.4	-17,437	-10.6%	1,619.5	-10.77

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
New Jersey								
Ungraded	22,412	3,291.8	21,894	3,817.8	-518	-2.3%	741.6	-0.70
Prekindergarten	10,543	2,476.9	5,988	2,032.3	-4,555	-43.2%	405.3	-11.24
Kindergarten	81,297	5,039.1	81,683	7,089.3	386	0.5%	1,310.0	0.29
Grades 1-6	492,368	31,861.2	526,317	27,519.2	33,949	6.9%	5,908.0	5.75
Grades 7-12	433,500	42,869.3	482,979	33,796.4	49,479	11.4%	6,841.3	7.23
Postsecondary	6,199	2,743.6	6,584	3,942.3	385	6.2%	377.9	1.02
Total	1,046,320	75,224.2	1,125,445	47,028.1	79,125	7.6%	11,366.5	6.96
New Mexico								
Ungraded	9,248	179.9	1,205	482.4	-8,042	-87.0%	74.9	-107.39
Prekindergarten	711	229.3	1,146	511.2	435	61.1%	84.1	5.17
Kindergarten	21,742	560.9	22,161	1,869.5	420	1.9%	299.4	1.40
Grades 1-6	133,306	3,568.3	141,042	7,463.8	7,735	5.8%	1,239.4	6.24
Grades 7-12	114,955	3,136.3	128,074	10,807.6	13,119	11.4%	1,529.8	8.58
Postsecondary	26	24.7	986	788.5	959	3634.1%	115.2	8.33
Total	279,988	7,321.7	294,614	13,570.1	14,626	5.2%	2,137.0	6.84
New York								
Ungraded	112,313	7,256.7	47,049	7,926.8	-65,264	-58.1%	1,463.6	-44.59
Prekindergarten	24,514	2,332.7	15,887	4,358.4	-8,627	-35.2%	796.8	-10.83
Kindergarten	186,704	7,912.0	187,751	12,846.0	1,047	0.6%	2,112.6	0.50
Grades 1-6	1,149,583	44,392.1	1,158,773	43,956.8	9,190	0.8%	7,633.8	1.20
Grades 7-12	1,051,842	44,745.3	991,417	89,953.2	-60,425	-5.7%	13,835.1	-4.37
Postsecondary	18,589	7,403.7	4,228	3,221.9	-14,361	-77.3%	1,154.2	-12.44
Total	2,543,544	95,390.1	2,405,105	93,206.7	-138,439	-5.4%	16,593.0	-8.34
North Carolina								
Ungraded	14,016	1,856.2	5,821	1,292.1	-8,195	-58.5%	349.9	-23.42
Prekindergarten	3,098	378.5	3,352	1,411.4	254	8.2%	209.5	1.21
Kindergarten	91,146	2,742.7	81,866	7,950.8	-9,281	-10.2%	1,269.1	-7.31
Grades 1-6	536,956	15,754.4	502,900	27,376.2	-34,055	-6.3%	4,413.7	-7.72
Grades 7-12	508,117	15,145.5	479,016	32,076.7	-29,102	-5.7%	4,666.4	-6.24
Postsecondary	38	33.3	0	0.0	-38	-100.0%	4.8	-7.94
Total	1,153,371	33,435.3	1,072,955	37,832.4	-80,416	-7.0%	6,537.6	-12.30
North Dakota								
Ungraded	557	305.1	2,392	2,263.2	1,836	329.9%	334.8	5.48
Prekindergarten	654	194.3	596	291.5	-59	-9.0%	50.8	-1.16
Kindergarten	9,416	381.1	8,925	863.5	-491	-5.2%	130.3	-3.77
Grades 1-6	58,432	2,800.6	56,690	4,754.7	-1,742	-3.0%	782.9	-2.22
Grades 7-12	53,626	2,285.7	50,770	3,717.9	-2,855	-5.3%	663.6	-4.30
Postsecondary	325	24.5	69	51.6	-255	-78.7%	8.4	-30.24
Total	123,008	5,326.2	119,443	8,329.5	-3,566	-2.9%	1,405.3	-2.54

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Ohio								
Ungraded	9,231	2,755.4	7,579	1,854.4	-1,652	-17.9%	490.3	-3.37
Prekindergarten	7,167	861.8	8,821	2,676.5	1,655	23.1%	400.5	4.13
Kindergarten	149,052	11,725.1	137,204	14,651.1	-11,848	-7.9%	2,802.6	-4.23
Grades 1-6	810,505	50,165.4	763,268	44,005.9	-47,237	-5.8%	8,540.2	-5.53
Grades 7-12	804,889	45,083.1	808,904	57,311.4	4,016	0.5%	10,682.2	0.38
Postsecondary	18,709	11,969.1	5,340	3,411.7	-13,369	-71.5%	1,816.8	-7.36
Total	1,799,552	101,124.6	1,731,116	73,915.3	-68,436	-3.8%	16,382.4	-4.18
Oklahoma								
Ungraded	5,817	4,573.2	2,940	983.2	-2,877	-49.5%	653.2	-4.40
Prekindergarten	2,493	430.3	2,336	486.9	-157	-6.3%	84.4	-1.86
Kindergarten	44,365	2,712.0	44,299	4,146.2	-66	-0.1%	617.7	-0.11
Grades 1-6	278,790	16,768.1	319,338	18,113.5	40,549	14.5%	2,958.5	13.71
Grades 7-12	238,328	16,671.1	207,969	23,834.6	-30,359	-12.7%	3,472.9	-8.74
Postsecondary	7,166	5,701.3	0	0.0	-7,166	-100.0%	831.6	-8.62
Total	576,958	36,782.5	576,882	30,305.5	-76	0.0%	4,859.4	-0.02
Oregon								
Ungraded	8,234	5,095.0	1,550	451.5	-6,684	-81.2%	738.2	-9.05
Prekindergarten	2,671	1,199.4	2,071	1,145.6	-600	-22.5%	232.2	-2.58
Kindergarten	36,624	2,984.6	34,276	3,319.0	-2,347	-6.4%	599.8	-3.91
Grades 1-6	233,432	19,366.2	227,266	13,141.2	-6,167	-2.6%	3,167.2	-1.95
Grades 7-12	206,689	18,154.0	196,014	14,867.2	-10,675	-5.2%	3,356.1	-3.18
Postsecondary	1,898	397.1	199	164.9	-1,699	-89.5%	61.0	-27.84
Total	489,547	40,070.4	461,376	19,866.2	-28,172	-5.8%	5,963.6	-4.72
Pennsylvania								
Ungraded	31,191	7,277.4	10,007	2,564.8	-21,184	-67.9%	1,124.3	-18.84
Prekindergarten	10,572	1,343.3	7,862	2,458.3	-2,709	-25.6%	361.0	-7.51
Kindergarten	132,259	6,043.9	133,101	8,823.6	842	0.6%	1,457.9	0.58
Grades 1-6	833,325	35,748.7	787,508	41,966.3	-45,817	-5.5%	7,673.9	-5.97
Grades 7-12	799,121	32,211.3	791,430	44,521.7	-7,691	-1.0%	6,870.7	-1.12
Postsecondary	32,732	10,112.9	1,501	638.2	-31,231	-95.4%	1,434.4	-21.77
Total	1,839,200	71,916.9	1,731,409	63,568.1	-107,791	-5.9%	12,530.5	-8.60
Rhode Island								
Ungraded	3,926	86.4	2,434	376.4	-1,492	-38.0%	57.0	-26.17
Prekindergarten	388	29.1	328	140.8	-59	-15.3%	21.4	-2.77
Kindergarten	11,154	311.7	9,730	857.5	-1,424	-12.8%	140.0	-10.17
Grades 1-6	67,979	2,050.2	66,976	3,134.8	-1,003	-1.5%	620.8	-1.62
Grades 7-12	58,795	2,215.7	68,888	4,922.9	10,093	17.2%	837.3	12.05
Postsecondary	94	65.5	0	0.0	-94	-100.0%	9.6	-9.83
Total	142,336	4,060.5	148,356	5,858.1	6,020	4.2%	1,114.2	5.40

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
South Carolina								
Ungraded	7,241	4,822.0	7,803	3,304.2	562	7.8%	599.1	0.94
Prekindergarten	10,604	316.6	12,025	1,627.9	1,422	13.4%	224.6	6.33
Kindergarten	37,987	1,128.5	43,271	4,094.5	5,284	13.9%	604.5	8.74
Grades 1-6	293,955	7,878.2	302,830	18,599.4	8,875	3.0%	2,948.7	3.01
Grades 7-12	260,355	7,030.8	295,925	16,974.8	35,570	13.7%	2,692.3	13.21
Postsecondary	746	583.3	3,204	2,257.7	2,458	329.6%	332.9	7.38
Total	610,888	16,817.2	665,057	26,854.0	54,169	8.9%	4,661.5	11.62
South Dakota								
Ungraded	1,045	65.9	1,011	472.8	-34	-3.2%	70.5	-0.48
Prekindergarten	820	104.9	1,022	412.4	202	24.7%	64.3	3.14
Kindergarten	10,256	454.6	13,345	1,454.7	3,089	30.1%	222.2	13.90
Grades 1-6	63,812	3,053.4	79,096	7,756.2	15,284	24.0%	1,207.1	12.66
Grades 7-12	62,933	10,877.7	55,338	4,644.2	-7,596	-12.1%	1,736.2	-4.37
Postsecondary	2,666	96.7	0	0.0	-2,666	-100.0%	14.1	-189.40
Total	141,532	11,823.7	149,812	9,865.5	8,279	5.8%	2,353.5	3.52
Tennessee								
Ungraded	17,069	765.3	6,648	1,530.0	-10,421	-61.1%	229.0	-45.51
Prekindergarten	2,260	161.6	929	338.4	-1,331	-58.9%	53.7	-24.81
Kindergarten	61,802	1,354.8	55,036	4,735.1	-6,766	-10.9%	711.7	-9.51
Grades 1-6	383,436	8,867.6	362,036	25,299.0	-21,400	-5.6%	4,053.9	-5.28
Grades 7-12	352,216	11,213.9	365,673	23,318.1	13,457	3.8%	3,616.9	3.72
Postsecondary	494	48.9	223	220.8	-271	-54.8%	32.5	-8.33
Total	817,278	20,607.9	790,545	39,225.8	-26,733	-3.3%	6,572.1	-4.07
Texas								
Ungraded	22,774	3,234.7	8,530	1,900.5	-14,244	-62.5%	617.4	-23.07
Prekindergarten	72,213	4,508.5	67,757	8,019.2	-4,457	-6.2%	1,294.3	-3.44
Kindergarten	239,044	11,982.9	245,864	18,415.5	6,820	2.9%	2,794.4	2.44
Grades 1-6	1,538,895	77,681.4	1,671,783	56,803.4	132,888	8.6%	13,367.5	9.94
Grades 7-12	1,325,336	66,444.3	1,397,347	83,854.5	72,011	5.4%	14,238.2	5.06
Postsecondary	2,324	2,418.0	4,183	2,636.9	1,859	80.0%	587.2	3.17
Total	3,200,587	160,991.1	3,395,463	94,149.1	194,876	6.1%	23,953.0	8.14
Utah								
Ungraded	2,611	14.2	2,060	884.5	-551	-21.1%	129.0	-4.27
Prekindergarten	1,986	146.4	1,604	533.0	-383	-19.3%	78.1	-4.90
Kindergarten	31,864	337.4	34,369	1,800.0	2,505	7.9%	256.8	9.76
Grades 1-6	211,757	2,317.0	218,625	9,141.2	6,868	3.2%	1,284.2	5.35
Grades 7-12	183,295	2,013.5	183,820	22,507.2	526	0.3%	3,291.3	0.16
Postsecondary	69	2.2	149	99.1	80	116.5%	14.5	5.56
Total	431,582	4,733.8	440,628	24,550.6	9,046	2.1%	3,570.7	2.53

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT		SCHOOL		DIFFERENCE			
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Vermont								
Ungraded	224	49.6	142	47.5	-82	-36.8%	9.1	-9.02
Prekindergarten	912	205.1	709	183.5	-203	-22.3%	40.7	-4.99
Kindergarten	7,796	495.1	7,838	638.0	42	0.5%	87.0	0.48
Grades 1-6	47,941	2,884.5	49,229	2,810.8	1,288	2.7%	379.4	3.39
Grades 7-12	40,561	4,045.8	33,423	2,037.0	-7,138	-17.6%	624.5	-11.43
Postsecondary	417	32.5	35	10.5	-383	-91.7%	5.6	-68.60
Total	97,851	6,242.5	91,375	3,893.6	-6,476	-6.6%	861.1	-7.52
Virginia								
Ungraded	22,240	1,893.6	10,413	2,336.0	-11,827	-53.2%	450.2	-26.27
Prekindergarten	5,315	547.7	5,261	1,268.5	-54	-1.0%	185.3	-0.29
Kindergarten	80,708	4,061.0	79,502	8,412.5	-1,207	-1.5%	1,324.0	-0.91
Grades 1-6	479,510	24,253.4	421,346	29,792.4	-58,164	-12.1%	5,395.3	-10.78
Grades 7-12	430,309	23,583.3	431,919	31,201.7	1,610	0.4%	5,661.3	0.28
Postsecondary	2,603	1,525.8	5,188	4,504.2	2,585	99.3%	708.4	3.65
Total	1,020,685	52,758.9	953,629	45,108.1	-67,056	-6.6%	9,928.0	-6.75
Washington								
Ungraded	10,379	2,835.0	1,722	1,523.0	-8,657	-83.4%	480.3	-18.02
Prekindergarten	5,040	564.3	2,578	1,224.5	-2,462	-48.8%	173.2	-14.21
Kindergarten	63,958	2,953.7	70,385	4,334.6	6,427	10.0%	583.4	11.02
Grades 1-6	431,252	20,967.9	442,459	16,785.5	11,208	2.6%	3,390.4	3.31
Grades 7-12	361,446	19,720.9	383,430	34,187.9	21,985	6.1%	5,991.8	3.67
Postsecondary	2,387	74.1	12,966	11,315.7	10,579	443.2%	1,651.5	6.41
Total	874,461	44,087.8	913,541	36,289.2	39,080	4.5%	7,944.8	4.92
West Virginia								
Ungraded	3,790	0.0	2,353	890.7	-1,438	-37.9%	129.9	-11.07
Prekindergarten	1,160	0.0	1,093	507.3	-68	-5.8%	73.9	-0.91
Kindergarten	19,194	0.0	22,460	1,913.3	3,265	17.0%	278.9	11.71
Grades 1-6	146,429	0.0	143,834	9,902.8	-2,595	-1.8%	1,442.8	-1.80
Grades 7-12	151,191	0.0	167,938	10,599.7	16,747	11.1%	1,542.5	10.86
Postsecondary	1,585	0.0	2,110	712.8	525	33.1%	104.0	5.04
Total	323,349	0.0	339,786	16,085.1	16,437	5.1%	2,338.2	7.03
Wisconsin								
Ungraded	8,298	988.4	5,799	1,500.7	-2,499	-30.1%	252.6	-9.89
Prekindergarten	10,751	902.8	6,503	1,286.3	-4,248	-39.5%	221.1	-19.21
Kindergarten	62,391	3,235.9	65,147	6,352.5	2,756	4.4%	860.5	3.20
Grades 1-6	363,091	17,162.7	374,128	24,401.1	11,037	3.0%	3,726.3	2.96
Grades 7-12	335,757	19,782.9	351,057	25,444.1	15,300	4.6%	4,496.3	3.40
Postsecondary	331	133.2	0	0.0	-331	-100.0%	18.9	-17.50
Total	780,619	39,561.8	802,633	42,309.9	22,015	2.8%	7,031.3	3.13

Table 8-Difference between district and school survey enrollment estimates by state: 1990-1991-cont
(District Survey: Q1 vs School Survey-Q17)

State Grade-level	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
Wyoming								
Ungraded	642	643.6	50	36.0	-591	-92.2%	94.3	-6.27
Prekindergarten	67	25.3	15	11.2	-52	-77.7%	3.8	-13.71
Kindergarten	7,622	115.0	7,840	847.3	219	2.9%	126.7	1.72
Grades 1-6	47,906	537.9	48,699	4,393.9	793	1.7%	659.7	1.20
Grades 7-12	41,302	592.2	45,121	4,370.8	3,819	9.2%	640.7	5.96
Postsecondary	0	0.0	999	1,015.2	999	-- --	148.1	6.74
Total	97,538	1,408.9	102,724	7,273.4	5,186	5.3%	1,107.2	4.68

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 9-Difference between district and school survey total enrollment estimates by region: 1990-1991
(District Survey: Q1 vs School Survey: Q17)

REGION-GRADE/LEVEL	DISTRICT		SCHOOL		DIFFERENCE			
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Northeast								
Ungraded	191,030	10,626.0	97,464	10,133.7	-93,566	-49.0%	2,064.8	-45.32
Prekindergarten	60,460	4,083.7	39,644	5,249.7	-20,816	-34.4%	1,014.3	-20.52
Kindergarten	561,196	15,061.6	543,337	17,051.3	-17,859	-3.2%	2,795.0	-6.39
Grades 1-6	3,420,891	87,631.3	3,370,772	69,638.9	-50,119	-1.5%	12,989.6	-3.86
Grades 7-12	3,078,859	88,504.4	3,077,207	113,250.9	-1,652	-0.1%	18,181.0	-0.09
Postsecondary	66,802	13,124.4	16,723	6,282.6	-50,079	-75.0%	1,841.4	-27.20
Midwest								
Ungraded	179,778	11,777.3	82,550	10,134.3	-97,228	-54.1%	1,441.0	-67.47
Prekindergarten	94,034	4,872.2	85,850	8,247.6	-8,184	-8.7%	4,537.8	-1.80
Kindergarten	809,798	25,123.6	731,614	19,283.4	-78,184	-9.7%	19,754.4	-3.96
Grades 1-6	4,635,178	112,426.3	4,539,212	87,746.0	-95,966	-2.1%	19,493.4	-4.92
Grades 7-12	4,261,735	104,016.3	4,275,451	111,766.5	13,716	0.3%	2,247.6	6.10
Postsecondary	80,613	13,217.4	24,099	8,718.8	-56,514	-70.1%	2,794.1	-20.23
South								
Ungraded	158,569	8,278.3	91,242	14,380.7	-67,327	-42.5%	2,337.3	-28.81
Prekindergarten	156,745	4,771.9	151,941	11,066.9	-4,804	-3.1%	1,701.0	-2.82
Kindergarten	1,128,630	15,930.2	1,088,359	28,952.8	-40,271	-3.6%	4,203.8	-9.58
Grades 1-6	7,017,527	100,701.5	6,988,670	89,613.5	-28,857	-0.4%	14,154.8	-2.04
Grades 7-12	6,206,622	87,505.1	6,205,917	145,577.2	-705	0.0%	22,359.2	-0.03
Postsecondary	144,062	7,469.0	50,343	13,492.8	-93,719	-65.1%	2,398.4	-39.08
West								
Ungraded	176,187	28,918.0	50,475	10,116.7	-125,712	-71.4%	4,356.2	-28.86
Prekindergarten	46,577	3,966.4	44,999	5,640.2	-1,578	-3.4%	975.7	-1.62
Kindergarten	738,227	64,280.1	718,026	16,330.1	-20,201	-2.7%	9,179.1	-2.20
Grades 1-6	4,346,151	368,168.2	4,319,405	76,482.7	-26,746	-0.6%	48,108.2	-0.56
Grades 7-12	3,887,635	350,735.9	3,924,007	175,920.5	36,372	0.9%	55,339.9	0.66
Postsecondary	157,952	46,290.5	30,365	13,380.4	-127,587	-80.8%	6,922.7	-18.43

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 10-Difference between school survey total enrollment estimates by state: 1990-1991
(School Survey: Q1 vs Q17)

STATE	SCHOOL		SCHOOL		DIFFERENCE				
	NUMBER (-PK,POST)	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC	
Nevada	198,751	9,934.0	197,376	9,648.2	-1,375	-0.7%	1,416.8	-0.97	NV
Louisiana	738,300	30,808.7	736,937	30,413.1	-1,363	-0.2%	2,397.7	-0.57	LA
Massachusetts	810,754	44,144.3	809,336	43,789.9	-1,418	-0.2%	2,216.6	-0.64	MA
District of Columbia	78,405	3,599.1	78,323	3,415.8	-82	-0.1%	404.6	-0.20	DC
Wisconsin	796,130	42,309.9	795,561	42,221.0	-569	-0.1%	1,401.9	-0.41	WI
Mississippi	506,697	17,968.4	506,406	17,834.4	-291	-0.1%	879.9	-0.33	MO
Connecticut	453,812	19,120.0	453,562	18,823.9	-250	-0.1%	1,948.9	-0.13	CT
Virginia	943,180	45,108.1	942,699	44,433.3	-481	-0.1%	4,243.4	-0.11	VA
California	4,798,136	194,491.9	4,795,800	192,296.7	-2,336	0.0%	5,863.8	-0.40	CA
South Carolina	649,828	26,854.0	649,513	27,015.3	-315	0.0%	3,027.8	-0.10	SC
South Dakota	148,790	9,865.5	148,722	9,814.0	-68	0.0%	430.8	-0.16	SD
Utah	438,875	24,550.6	438,732	24,652.9	-143	0.0%	550.8	-0.26	UT
Illinois	1,804,706	83,376.8	1,804,145	84,450.9	-561	0.0%	9,914.5	-0.06	IL
Arizona	590,529	29,822.7	590,352	29,843.7	-177	0.0%	943.4	-0.19	AZ
Rhode Island	148,028	5,858.1	147,993	5,825.5	-34	0.0%	144.8	-0.24	RI
New Jersey	1,112,873	47,028.1	1,112,616	46,838.4	-257	0.0%	4,555.3	-0.06	NJ
Nebraska	260,031	15,849.9	259,974	15,828.5	-57	0.0%	198.2	-0.29	NE
Idaho	215,692	11,633.3	215,650	11,612.2	-42	0.0%	280.3	-0.15	ID
North Dakota	118,778	8,329.5	118,755	8,275.8	-22	0.0%	297.3	-0.08	ND
Iowa	479,024	24,366.9	478,941	24,410.0	-83	0.0%	698.2	-0.12	IA
New York	2,384,990	93,206.7	2,384,600	93,331.4	-390	0.0%	5,424.7	-0.07	NY
Georgia	1,102,771	48,426.4	1,102,591	48,489.4	-180	0.0%	1,007.4	-0.18	GA
Washington	897,997	36,289.2	897,859	33,299.3	-139	0.0%	11,986.3	-0.01	WA
Hawaii	176,149	4,675.0	176,123	4,819.7	-26	0.0%	565.5	-0.05	HI
Alaska	109,112	7,356.8	109,098	7,244.0	-14	0.0%	1,080.2	-0.01	AK
Tennessee	789,393	39,225.8	789,303	39,224.1	-90	0.0%	413.4	-0.22	TN
Arkansas	415,981	17,578.7	415,936	17,228.0	-45	0.0%	2,978.3	-0.02	AR
Colorado	575,845	24,506.2	575,790	22,801.7	-55	0.0%	7,014.7	-0.01	CO
Maine	218,613	12,245.7	218,593	12,133.7	-21	0.0%	441.6	-0.05	ME
Pennsylvania	1,722,046	63,568.1	1,721,896	64,173.4	-150	0.0%	2,486.0	-0.06	PA
Texas	3,323,523	94,149.1	3,323,322	94,012.3	-201	0.0%	8,052.9	-0.02	TX
Missouri	818,239	30,653.7	818,191	30,547.6	-49	0.0%	1,617.3	-0.03	MS
Alabama	688,980	25,795.7	688,940	25,830.6	-41	0.0%	526.0	-0.08	AL
Wyoming	101,710	7,273.4	101,704	7,077.9	-5	0.0%	1,016.0	-0.01	WY
Oklahoma	574,546	30,305.5	574,517	30,263.4	-29	0.0%	494.2	-0.06	OK
West Virginia	336,583	16,085.1	336,573	15,927.5	-10	0.0%	914.8	-0.01	WV
Oregon	459,106	19,866.2	459,095	20,044.0	-11	0.0%	1,153.1	-0.01	OR
North Carolina	1,069,603	37,832.4	1,069,590	37,926.8	-13	0.0%	1,411.1	-0.01	NC
Kentucky	617,626	33,172.7	617,621	33,361.4	-4	0.0%	1,463.2	0.00	KY
Delaware	96,375	6,495.5	96,375	6,486.1	0	0.0%	62.4	0.00	DE
Vermont	90,632	3,893.6	90,632	3,857.9	0	0.0%	183.7	0.00	VT
Maryland	675,492	32,136.3	675,491	31,905.2	-1	0.0%	2,750.8	0.00	MD
Indiana	894,518	30,664.3	894,518	30,290.9	0	0.0%	1,236.5	0.00	IN
Minnesota	719,581	39,138.6	719,581	37,425.8	0	0.0%	4,995.2	0.00	MN
Florida	1,766,890	75,413.1	1,766,890	77,016.2	0	0.0%	13,289.2	0.00	FL
Michigan	1,418,907	6,434.5	1,418,907	64,119.9	0	0.0%	3,950.5	0.00	MI
Ohio	1,716,955	73,915.3	1,716,955	73,906.9	0	0.0%	4,131.4	0.00	OH
New Hampshire	147,023	7,869.4	147,023	7,859.6	0	0.0%	105.6	0.00	NH
New Mexico	292,482	13,570.1	292,482	13,711.3	0	0.0%	928.3	0.00	NM
Montana	157,530	11,610.8	157,530	11,346.7	0	0.0%	698.5	0.00	MT
Kansas	453,170	21,678.6	453,170	21,642.3	1	0.0%	565.6	0.00	KS
U.S. TOTAL	40,103,682	362,345.8	40,092,286	362,040.7	-11,396	0.0%	29,632.9	-0.38	US

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School Questionnaire)

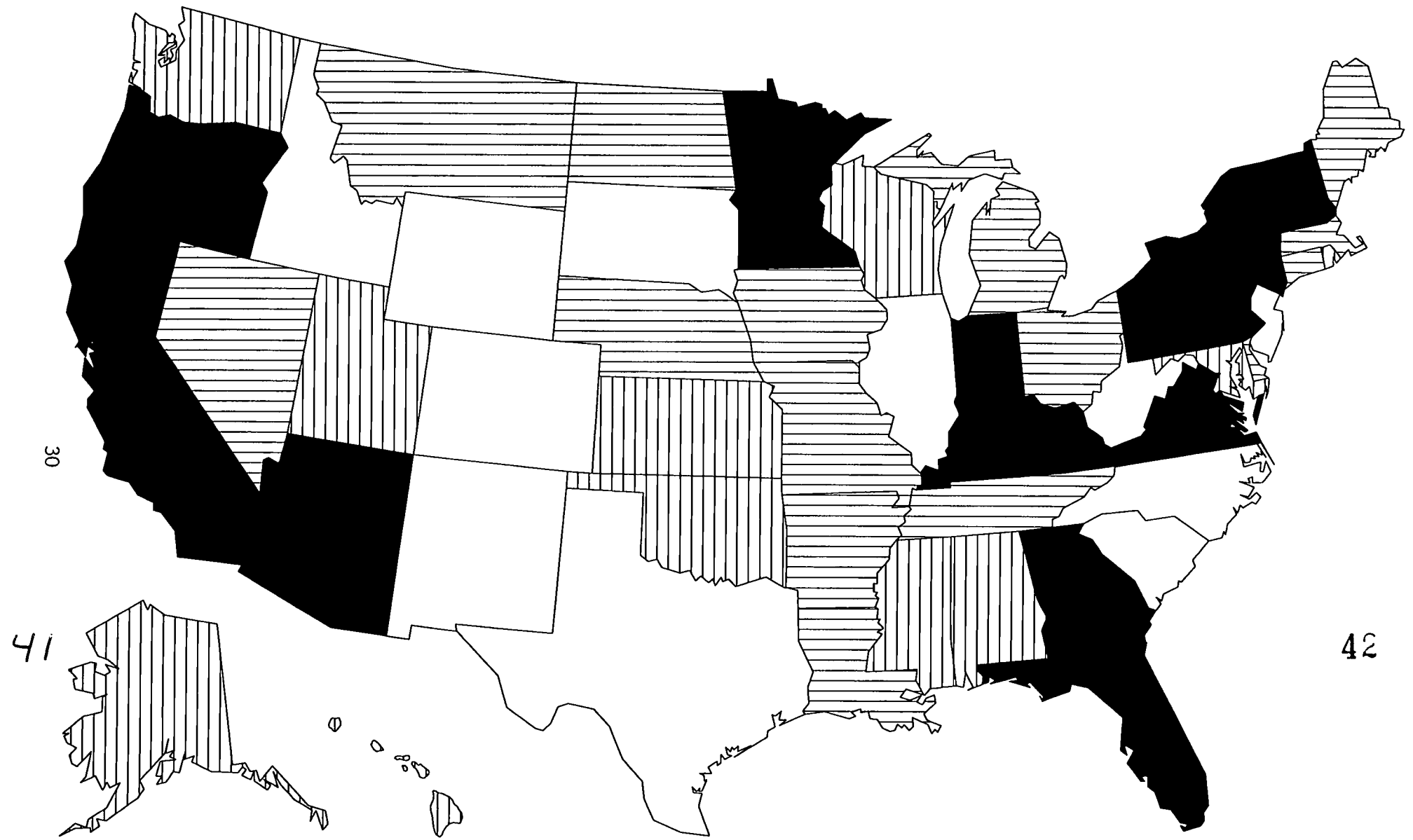
Table 11-Difference between district, school and CCD enrollment estimates by state: 1990-1991 (District Survey: Q1 vs School Survey: Q17)

STATE	DISTRICT NUMBER	SCHOOL NUMBER	CCD NUMBER	PERCENT DIFFERENCE DISTRICT/ CCD	PERCENT DIFFERENCE SCHOOL/ CCD	
Alabama	682,666	690,237	721,806	-5.4%	-4.4%	AL
Alaska	108,374	111,732	113,874	-4.8%	-1.9%	AK
Arizona	631,530	595,205	639,853	-1.3%	-7.0%	AZ
Arkansas	436,507	419,433	436,286	0.1%	-3.9%	AR
California	5,141,172	4,824,210	4,950,474	3.9%	-2.6%	CA
Colorado	561,137	591,409	574,213	-2.3%	3.0%	CO
Connecticut	475,403	459,740	469,123	1.3%	-2.0%	CT
Delaware	100,548	96,554	99,658	0.9%	-3.1%	DE
District of Columbia	98,279	82,745	80,694	21.8%	2.5%	DC
Florida	1,960,475	1,815,517	1,861,592	5.3%	-2.5%	FL
Georgia	1,197,070	1,104,550	1,151,687	3.9%	-4.1%	GA
Hawaii	171,157	177,178	171,708	-0.3%	3.2%	HI
Idaho	204,243	216,501	220,840	-7.5%	-2.0%	ID
Illinois	1,953,743	1,847,406	1,821,407	7.3%	1.4%	IL
Indiana	955,479	897,317	954,581	0.1%	-6.0%	IN
Iowa	491,235	480,576	483,652	1.6%	-0.6%	IA
Kansas	442,543	454,489	437,034	1.3%	4.0%	KS
Kentucky	682,053	624,187	636,401	7.2%	-1.9%	KY
Louisiana	769,926	749,572	784,757	-1.9%	-4.5%	LA
Maine	222,376	219,672	215,149	3.4%	2.1%	ME
Maryland	679,016	690,748	715,176	-5.1%	-3.4%	MD
Massachusetts	847,436	816,698	834,314	1.6%	-2.1%	MA
Michigan	1,453,329	1,438,441	1,581,925	-8.1%	-9.1%	MI
Minnesota	804,055	733,334	756,374	6.3%	-3.0%	MN
Mississippi	502,500	508,605	502,417	0.0%	1.2%	MS
Missouri	844,251	823,970	812,234	3.9%	1.4%	MO
Montana	160,518	158,783	152,974	4.9%	3.8%	MT
Nebraska	271,790	260,240	274,081	-0.8%	-5.0%	NE
Nevada	201,482	199,378	201,316	0.1%	-1.0%	NV
New Hampshire	164,774	147,338	172,785	-4.6%	-14.7%	NH
New Jersey	1,046,320	1,125,445	1,089,646	-4.0%	3.3%	NJ
New Mexico	279,988	294,614	301,881	-7.3%	-2.4%	NM
New York	2,543,544	2,405,105	2,598,337	-2.1%	-7.4%	NY
North Carolina	1,153,371	1,072,955	1,086,871	6.1%	-1.3%	NC
North Dakota	123,008	119,443	117,825	4.4%	1.4%	ND
Ohio	1,799,552	1,731,116	1,771,516	1.6%	-2.3%	OH
Oklahoma	576,958	576,882	579,087	-0.4%	-0.4%	OK
Oregon	489,547	461,376	484,652	1.0%	-4.8%	OR
Pennsylvania	1,839,200	1,731,409	1,667,836	10.3%	3.8%	PA
Rhode Island	142,336	148,356	138,813	2.5%	6.9%	RI
South Carolina	610,888	665,057	622,112	-1.8%	6.9%	SC
South Dakota	141,532	149,812	129,164	9.6%	16.0%	SD
Tennessee	817,278	790,545	824,595	-0.9%	-4.1%	TN
Texas	3,200,587	3,395,463	3,382,887	-5.4%	0.4%	TX
Utah	431,582	440,628	447,891	-3.6%	-1.6%	UT
Vermont	97,851	91,375	95,762	2.2%	-4.6%	VT
Virginia	1,020,685	953,629	998,601	2.2%	-4.5%	VA
Washington	874,461	913,541	839,709	4.1%	8.8%	WA
West Virginia	323,349	339,786	322,389	0.3%	5.4%	WV
Wisconsin	780,619	802,633	797,621	-2.1%	0.6%	WI
Wyoming	97,538	102,724	98,226	-0.7%	4.6%	WY
U.S. Total	41,605,260	40,547,654	41,223,806	0.9%	-1.6%	US

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire) and Data File User's Manuel

ure 1: Difference between District & School K–12 Enrollment Estimates by State

District Survey vs School Survey



Source: NCES, SASS: 1990-91 (School, District Questionnaire)

Chapter III

Overall Teacher Totals

This chapter compares teacher totals contained on the district and school questionnaires. On the District Survey (TDS), LEAs were asked to report the number of FTE (full-time equivalent) teachers in their respective district, excluding those teaching prekindergarten or postsecondary (see question wording below). In the School Survey, principals (or other school personnel) were asked to report the number of Kindergarten through grade 12 teachers in the school.

	District Survey Questionnaire (TDS): Question 3	Public School Questionnaire: Question 24C
Question Wording	Record the number of FTE teachers who teach grades K-12 and comparable ungraded levels, i.e., this year's total FTE teachers minus prekindergarten and postsecondary.	What is the total number of K-12 teachers at this school?

Before making the comparison, it is important to note that FTE describes the number of teaching positions, not the number of teachers. The District Questionnaire asks for the number of **FTE** (full-time equivalent) teachers, while the Public School Questionnaire asks for **head counts** (number of teachers). In general, a school will show a greater number of teachers using head counts than FTE's. There may be situations in which schools have two half-time teachers, but only one FTE position.

Table 12 shows teacher totals making an allowance for the difference between FTE counts and head counts. (Computer programs may be found in the Appendix.) The estimate for the School Survey is adjusted to account for the larger number of positions than teachers. On the questionnaire, principals were asked to provide the number of full and part-time teachers in the school. The number of part-time teachers is multiplied by .5 and added to the number of full-time teachers.[2] After this adjustment, the nationwide percent difference between district and school estimates is 3.5 percent.

Eight states (Hawaii, New Jersey, New Mexico, Rhode Island, South Dakota, Texas, Wisconsin, and Wyoming) have district estimates 10 percent higher than the corresponding school estimates. Figure 2 shows a map of district and state teacher estimates in quartiles: less than -5 percent, -4.9 to -.1 percent, 0 to +4.9 percent, and greater than 5 percent difference. Central plain states appear to show the greatest percent difference between district and state estimates.

[2] This adjustment was provided to Synectics by Sharon Bobbitt during the Fall of 1993.

asked to record the total number of teachers who teach grades K-12. In the Public School Questionnaire, principals were first asked the number of full-time teaching positions, and then the number of part-time positions, followed by a breakout of full-time and part-time teacher. An additional requirement is the estimates for full-time and part-time must be equal to the total number of teachers at the school. This verification may assist respondents in providing more exact estimates.

SASS Estimated FTE Teachers Compared with CCD Table 13 shows SASS teacher total estimates (school and district), compared to CCD teacher totals (Gruber, Rohr, Fondelier, 1993). Similar to the results of school enrollment, district estimates more closely resembled CCD data, compared to school estimates. Nationwide, district estimates of teacher totals are greater than CCD estimates by only 1.3 percent, while school estimates are slightly lower than CCD data (-2.1 percent). Six states (Alabama, Hawaii, New Jersey, Rhode Island, South Dakota, and Wisconsin) all show district estimates exceeding CCD data. Only four states (Maryland, Michigan, Montana, and Texas) have school estimates of teacher totals that are more than ten percent above CCD estimates.

Further comparisons examined the number of states in which district and school teacher estimates exceeded CCD estimates. Teacher estimates provided by districts are higher than CCD estimates in 35 states (including the District of Columbia), whereas, teacher totals provided by schools exceed CCD totals in 24 states.

Table 12-Difference between district and school survey teacher total estimates by state: 1990-1991
(District Survey: Q3, FTE vs School Survey: Q24, head counts*)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC	
Alabama	38,864	1,775.9	41,921	1,542.4	3,057	7.9%	351.3	8.70	AL
Alaska	6,422	134.1	6,968	414.7	546	8.5%	66.5	8.22	AK
Arizona	32,220	1,847.6	32,167	1,593.4	-53	-0.2%	238.0	-0.22	AZ
Arkansas	26,565	937.6	28,340	823.4	1,775	6.7%	158.6	11.19	AR
California	208,377	32,565.0	214,477	8,267.2	6,100	2.9%	4,516.6	1.35	CA
Colorado	31,967	92,378.0	36,586	1,389.5	4,619	14.4%	222.8	20.73	CO
Connecticut	33,035	2,400.7	36,401	1,371.8	3,366	10.2%	354.3	9.50	CT
Delaware	5,989	0.0	6,032	397.5	43	0.7%	57.6	0.75	DE
District of Columbia	5,675	0.0	6,214	283.2	539	9.5%	41.3	13.05	DC
Florida	106,980	1,401.0	107,641	4,551.1	661	0.6%	647.8	1.02	FL
Georgia	66,918	2,182.4	68,637	2,675.8	1,719	2.6%	528.9	3.25	GA
Hawaii	8,443	0.0	10,606	293.7	2,163	25.6%	42.8	50.55	HI
Idaho	10,704	331.8	12,129	556.0	1,425	13.3%	82.4	17.30	ID
Illinois	112,122	7,529.8	124,564	6,315.4	12,442	11.1%	994.2	12.51	IL
Indiana	54,059	1,973.2	58,506	1,959.6	4,447	8.2%	423.8	10.49	IN
Iowa	32,516	990.6	37,075	1,871.4	4,559	14.0%	270.5	16.86	IA
Kansas	28,919	599.1	34,456	1,315.7	5,537	19.1%	212.8	26.02	KS
Kentucky	38,693	1,109.9	39,558	1,936.2	865	2.2%	337.3	2.56	KY
Louisiana	44,031	1,099.4	46,627	1,707.5	2,596	5.9%	279.8	9.28	LA
Maine	15,616	1,002.6	17,206	782.2	1,590	10.2%	187.1	8.50	ME
Maryland	37,691	443.7	40,917	1,938.0	3,226	8.6%	300.1	10.75	MD
Massachusetts	59,078	4,581.2	63,858	3,678.3	4,780	8.1%	796.9	6.00	MA
Michigan	71,052	8,152.0	83,653	3,739.2	12,601	17.7%	955.9	13.18	MI
Minnesota	41,463	2,036.5	48,018	2,181.3	6,555	15.8%	394.2	16.63	MN
Mississippi	27,396	575.1	29,368	963.6	1,972	7.2%	172.5	11.43	MS
Missouri	52,843	3,751.6	56,974	1,880.5	4,131	7.8%	515.1	8.02	MO
Montana	10,913	472.0	11,346	774.3	433	4.0%	105.3	4.11	MT
Nebraska	19,404	1,487.7	20,418	1,222.2	1,014	5.2%	190.6	5.32	NE
Nevada	10,427	0.0	10,667	476.4	240	2.3%	690.0	0.35	NV
New Hampshire	10,853	710.5	11,546	710.1	693	6.4%	127.5	5.43	NH
New Jersey	75,630	5,361.2	93,698	4,162.0	18,068	23.9%	887.4	20.36	NJ
New Mexico	15,376	394.9	18,028	807.2	2,652	17.2%	133.2	19.91	NM
New York	165,622	7,352.4	175,834	5,887.2	10,212	6.2%	1,184.6	8.62	NY
North Carolina	65,620	1,776.9	70,766	2,124.6	5,146	7.8%	361.7	14.23	NC
North Dakota	8,106	377.6	8,962	502.7	856	10.6%	92.9	9.21	ND
Ohio	101,029	5,450.8	109,418	4,242.4	8,389	8.3%	952.5	8.81	OH
Oklahoma	35,782	2,165.8	39,635	1,863.8	3,853	10.8%	286.6	13.45	OK
Oregon	25,478	2,115.4	27,867	1,100.5	2,389	9.4%	322.0	7.42	OR
Pennsylvania	107,932	4,502.0	115,428	3,460.5	7,496	6.9%	723.0	10.37	PA
Rhode Island	9,427	277.9	11,453	439.9	2,026	21.5%	82.0	24.72	RI
South Carolina	35,579	1,028.2	40,823	1,382.3	5,244	14.7%	252.4	20.77	SC
South Dakota	9,056	721.6	11,335	608.8	2,279	25.2%	139.4	16.35	SD
Tennessee	43,374	1,119.7	45,913	2,033.9	2,539	5.9%	360.8	7.04	TN
Texas	190,585	8,705.3	216,404	5,783.1	25,819	13.5%	1,388.8	18.59	TX
Utah	18,866	187.0	19,306	938.5	440	2.3%	136.3	3.23	UT
Vermont	7,350	552.2	7,576	319.0	226	3.1%	83.9	2.69	VT
Virginia	64,268	3,448.2	64,437	2,562.1	169	0.3%	602.8	0.28	VA
Washington	42,106	1,914.3	47,588	1,822.6	5,482	13.0%	359.3	15.26	WA
West Virginia	20,631	0.0	23,689	1,083.7	3,058	14.8%	157.6	19.40	WV
Wisconsin	49,327	2,609.8	60,554	2,758.4	11,227	22.8%	490.3	22.90	WI
Wyoming	6,603	171.0	7,896	550.4	1,293	19.6%	87.1	14.84	WY
U.S. TOTAL	2,346,982	44,635.6	2,559,486	20,722.6	212,504	9.1%	5,541.5	38.35	US

* Head counts were adjusted by multiplying the number of part-time teachers by .5 and added to the number of full-time teachers

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 13-Difference between district, school and CCD teacher estimates by state: 1990-1991
(District Survey: Q3, FTE vs School Survey: Q24, head counts* vs. CCD)

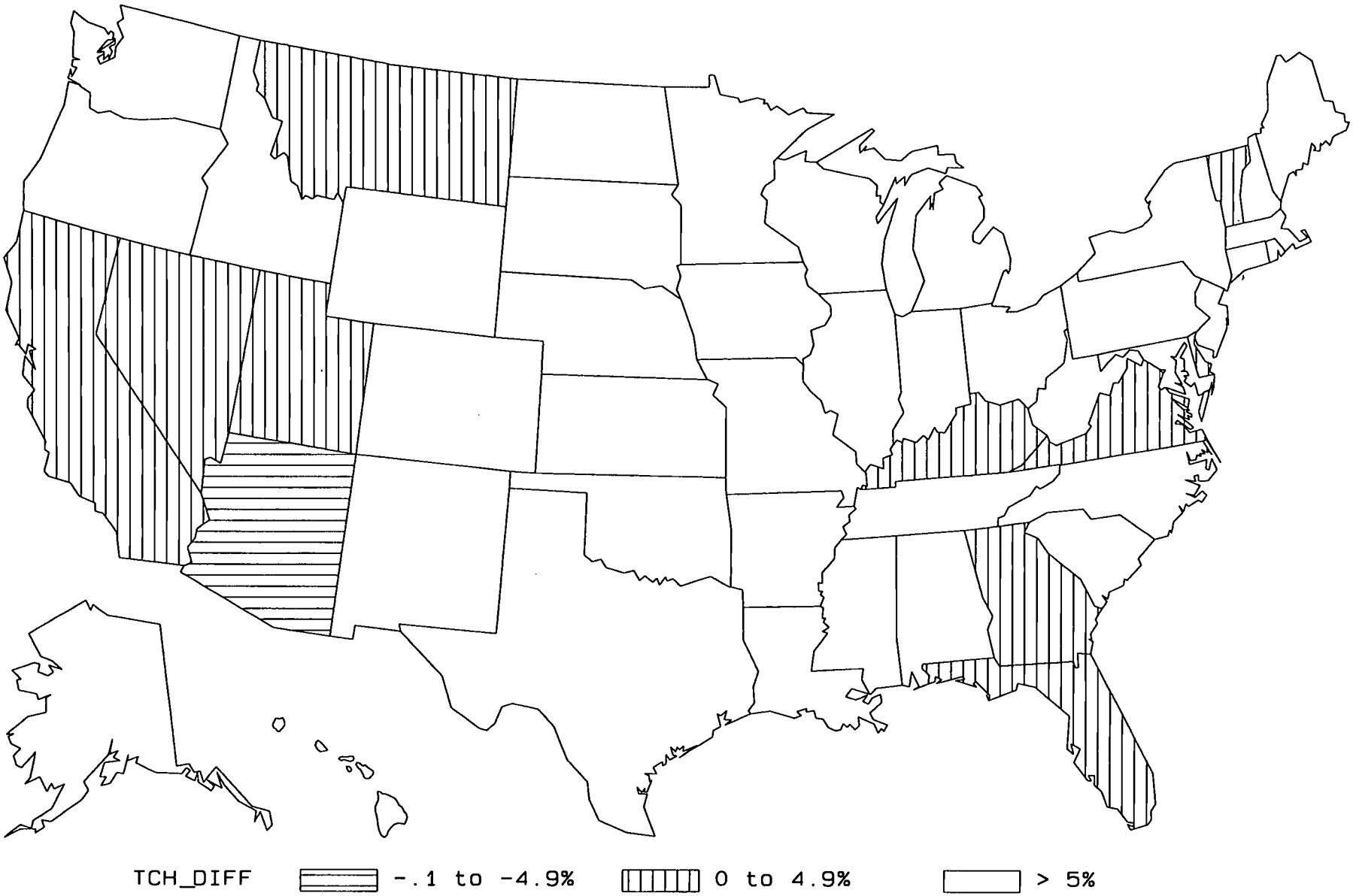
STATE	DISTRICT	SCHOOL	CCD	PERCENT DIFFERENCE		
	NUMBER	NUMBER	NUMBER	DISTRICT/ CCD	SCHOOL/ CCD	
Alabama	38,864	40,669	36,266	12.1%	7.2%	AL
Alaska	6,422	6,579	6,710	-2.0%	-4.3%	AK
Arizona	32,220	30,622	32,987	-7.2%	-2.3%	AZ
Arkansas	26,565	26,982	25,984	3.8%	2.2%	AR
California	208,377	206,346	217,228	-5.0%	-4.1%	CA
Colorado	31,967	34,277	32,342	6.0%	-1.2%	CO
Connecticut	33,035	34,117	34,549	-1.3%	-4.4%	CT
Delaware	5,989	5,868	5,961	-1.6%	0.5%	DE
District of Columbia	5,675	6,010	5,950	1.0%	-4.6%	DC
Florida	106,980	104,952	108,088	-2.9%	-1.0%	FL
Georgia	66,918	66,534	63,058	5.5%	6.1%	GA
Hawaii	8,443	10,163	9,083	11.9%	-7.0%	HI
Idaho	10,704	11,446	11,254	1.7%	-4.9%	ID
Illinois	112,122	116,075	108,775	6.7%	3.1%	IL
Indiana	54,059	55,269	54,509	1.4%	-0.8%	IN
Iowa	32,516	33,570	31,045	8.1%	4.7%	IA
Kansas	28,919	31,401	29,140	7.8%	-0.8%	KS
Kentucky	38,693	37,509	36,777	2.0%	5.2%	KY
Louisiana	44,031	45,153	45,377	-0.5%	-3.0%	LA
Maine	15,616	15,970	15,513	2.9%	0.7%	ME
Maryland	37,691	39,052	42,562	-8.2%	-11.4%	MD
Massachusetts	59,078	59,303	54,003	9.8%	9.4%	MA
Michigan	71,052	78,049	80,008	-2.4%	-11.2%	MI
Minnesota	41,463	44,009	43,753	0.6%	-5.2%	MN
Mississippi	27,396	28,600	28,062	1.9%	-2.4%	MS
Missouri	52,843	53,650	52,304	2.6%	1.0%	MO
Montana	10,913	10,404	9,613	8.2%	13.5%	MT
Nebraska	19,404	18,586	18,764	-0.9%	3.4%	NE
Nevada	10,427	10,367	10,373	-0.1%	0.5%	NV
New Hampshire	10,853	10,792	10,637	1.5%	2.0%	NH
New Jersey	75,630	89,277	79,886	11.8%	-5.3%	NJ
New Mexico	15,376	17,445	16,703	4.4%	-7.9%	NM
New York	165,622	168,184	176,390	-4.7%	-6.1%	NY
North Carolina	65,620	66,919	64,283	4.1%	2.1%	NC
North Dakota	8,106	8,107	7,591	6.8%	6.8%	ND
Ohio	101,029	102,675	102,714	0.0%	-1.6%	OH
Oklahoma	35,782	38,191	37,221	2.6%	-3.9%	OK
Oregon	25,478	25,734	26,163	-1.6%	-2.6%	OR
Pennsylvania	107,932	108,664	100,275	8.4%	7.6%	PA
Rhode Island	9,427	10,569	9,522	11.0%	-1.0%	RI
South Carolina	35,579	38,829	36,963	5.0%	-3.7%	SC
South Dakota	9,056	9,962	8,511	17.0%	6.4%	SD
Tennessee	43,374	43,852	43,051	1.9%	0.8%	TN
Texas	190,585	211,479	219,298	-3.6%	-13.1%	TX
Utah	18,866	18,253	17,884	2.1%	5.5%	UT
Vermont	7,350	6,853	7,257	-5.6%	1.3%	VT
Virginia	64,268	61,447	63,638	-3.4%	1.0%	VA
Washington	42,106	44,523	41,764	6.6%	0.8%	WA
West Virginia	20,631	22,164	21,476	3.2%	-3.9%	WV
Wisconsin	49,327	55,837	49,302	13.3%	0.1%	WI
Wyoming	6,603	7,301	6,784	7.6%	-2.7%	WY
U.S. Total	2,346,982	2,428,589	2,397,351	1.3%	-2.1%	US

* Head counts were adjusted by multiplying the number of part-time teachers by .5 and added to the number of full-time teachers

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire and Data File User's Manual)

Figure 2: Difference between District & School Teacher Estimates by State

District Survey, FTE vs School Survey, head counts*



Source: NCES, SASS: 1990-91 (School, District Questionnaire)

*Head counts were adjusted by multiplying the number of part-time teachers by .5 and added to the number of full-time teachers

Chapter IV

Number of Teachers by Race/Ethnicity

This chapter compares the race/ethnicity of teachers reported in SASS by the school districts and by the schools. In both the School District (TDS) and the Public School Questionnaires, respondents were asked to report the number of teachers (head counts) in five race/ethnicity categories: American Indian or Alaska Native, Asian or Pacific Islander, Hispanic (regardless of race), Black (not of Hispanic origin), and White (not of Hispanic origin) (see question wording below). Based on the two questionnaires, the frame of reference for teachers varies. In the TDS survey, respondents were asked to exclude teachers who teach ONLY prekindergarten or postsecondary students. In the Public School Questionnaire, this restriction was mentioned in the preceding survey item (Q24c); respondents were then asked to apply teacher estimates for each of the five race/ethnicity categories. The following table shows the percent distribution for each of the race/ethnicity categories.

	District Survey Questionnaire (TDS): Question 29	Public School Questionnaire: Question 25
Question Wording	Excluding teachers who teach ONLY kindergarten or postsecondary students, how many teachers in the district are - Record head counts, not FTE's	How many K-12 teachers in this school are- (Include both full-and part-time teachers).
Variables Used		
American Indian	0.3%	0.5%
Asian/Pacific Islander	1.0%	1.0%
Hispanic	3.2%	3.1%
Black, non Hispanic	9.2%	9.1%
White, Non Hispanic	86.3%	86.4%

Tables 14 through 20 show teacher estimates by race/ethnicity provided by the LEAs and school/administrators for each of the 50 states and the District of Columbia with each table representing a different race/ethnicity.

American Indian/Alaskan teachers As Table 14 shows, the number of American Indian/ Alaskan teachers provided by schools is 25 percent lower than district estimates (Computer programs may be found in the Appendix.) . A total of 27 states show a statistical difference between the two estimates (excluding states with less than 30 cases.) Only four states show a difference less than 10 percent between surveys: Alaska, New Mexico, Nevada, and Maryland. Two states show very few American Indian/Alaskan reported by LEAs, but substantial numbers reported by the schools, including Mississippi (3 versus 84) and Ohio (53 versus 160). However, large numbers of American Indian/Alaska teachers were reported by districts,

but few reported by schools, including Arkansas (286 versus 60), Iowa (84 versus 7), New Jersey (103 versus 15), Tennessee (188 versus 9).

Asian/Pacific Islander teachers Nationally, Asian/Pacific Islander teacher estimates provided by district and schools differ by only 297, or 1.1 percent (See Table 15). In seven states, the school estimates differ from district estimates by more than 50 percent, including Arizona, Illinois, Louisiana, New York, North Carolina, Oklahoma, and Oregon. Thirty one states show a statistical significant difference between district and school estimates for Asian/Pacific Islander teachers.

Hispanic teachers District estimates for Hispanic teacher estimates differ from school estimates by only one percent (see Table 16). However, in only eight states are school estimates within ten percent of district estimates. In 13 states, school estimates exceed district estimates by an average of 26 percent, while district estimates are greater than school estimates by an average of 28 percent. District of Columbia and Ohio show school estimates of Hispanic teachers greater than twice the number provided by the district. Hawaii reported only 16 Hispanic teachers by districts, but almost 250 reported by the schools. A total of 36 states show a statistical significance difference between district and school estimates.

Black (non-Hispanic) teachers On a national level, school estimates of Black (non-Hispanic) teachers are virtually identical with estimates provided by the districts. However, variations occur between the states (Table 17). In 21 states, school estimates exceed district estimates by an average of 50 percent (including 453 percent difference in Maine). In 23 states, district estimates are greater than school estimates by an average of 22 percent.

White (non-Hispanic) teachers District and school estimates of White (non-Hispanic) teachers differ only by 1.2 percent (see Table 18). Only 13 states show school estimates exceeding district estimates by more than 10 percent; only 11 states differ by 20 percent or more. In 18 states, school estimates exceed district estimates by an average of seven percent, while 33 states show district estimates exceeding school estimates by an average of nine percent. Forty three states show a statistical significance difference between district and state estimates.

States with multiple differences in reported figures Table 19 shows teacher estimates by State for all race/ethnicities. Twenty one out of the 50 states and the District of Columbia show school and district estimates differing by more than the test statistic. Only two states show two or fewer significant statistical differences among the five race/ethnicity categories (Kentucky and Maryland).

Teacher Race or Ethnicity by Region Table 20 shows enrollment estimates for all states for four regions--Northeast, Midwest, South and West. Most strikingly, for three out of four regions, district and school estimates were greatest for American/Alaskan natives. Estimates provided by the Northeast show the highest percent difference between district and school estimates: three grade/levels exceed 20 percent. On the other hand, District and school

estimates from the South show less than a four percent difference for four out of five race/ethnicities.

In the Teacher Survey, teachers were asked to report their race using four categories: American Indian, Asian or Pacific Islander, Black, and White (see question wording below). Due to the different race categories found on the District or School Survey (which include a category for Hispanic), results are not comparable. However, comparisons of American Indian and Asian teacher estimates appear similar.

	Teacher Survey Questionnaire: Question 50
Question Wording	What is your race?
Variables Used	
American Indian	0.8%
Asian/Pacific Islander	1.1%
Black	8.4%
White	89.6%

Table 14: Difference between district and school survey American Indian/Alaskan teacher estimates by state: 1990-1991 (District Survey: Q29, head counts vs School Survey, full and part-time)

STATE	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT*	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC	
Iowa	84	24.2	7	7.4	-77	-91.7%	3.7	-21.05	IA
Kansas	309	135.0	41	18.2	-268	-86.7%	19.9	-13.48	KS
New Jersey	103	50.5	15	8.9	-88	-85.4%	7.4	-11.83	NJ
Arkansas	283	198.9	60	25.1	-223	-78.8%	29.3	-7.62	AR
Texas	1,099	788.5	261	66.8	-838	-76.3%	106.9	-7.84	TX
Wisconsin	475	255.5	129	47.2	-346	-72.8%	36.8	-9.39	WI
New York	825	711.0	278	99.4	-547	-66.3%	104.8	-5.22	NY
California	1,706	411.6	996	182.1	-710	-41.6%	55.3	-12.83	CA
Florida	137	3.8	82	29.6	-55	-40.1%	4.4	-12.62	FL
Oregon	166	41.7	101	27.5	-65	-39.0%	6.7	-9.69	OR
Arizona	835	239.4	565	99.8	-270	-32.3%	39.1	-6.91	AZ
Wyoming	41	19.7	31	11.9	-10	-24.4%	2.5	-4.04	WY
Maine	52	26.1	40	27.7	-12	-23.1%	4.6	-2.62	ME
Washington	428	47.8	331	81.3	-97	-22.7%	11.8	-8.20	WA
Virginia	57	5.4	46	22.7	-11	-19.3%	3.3	-3.31	VA
North Carolina	731	72.6	627	94.8	-104	-14.2%	17.0	-6.12	NC
Michigan	205	31.6	184	67.9	-21	-10.2%	10.0	-2.09	MI
Maryland	31	0.4	28	16.4	-3	-9.7%	2.4	-1.26	MD
Alaska	331	16.4	329	39.3	-2	-0.6%	5.7	-0.35	AK
New Mexico	264	16.3	266	66.6	2	0.7%	9.6	0.18	NM
Nevada	91	0.0	93	20.8	2	2.2%	3.0	0.66	NV
Utah	70	2.2	80	29.3	10	14.3%	4.3	2.32	UT
Minnesota	184	29.0	218	56.2	34	18.7%	8.3	4.18	MN
Oklahoma	2,035	186.5	2426	288.2	391	19.2%	41.5	9.43	OK
Colorado	157	7.5	202	37.9	45	28.7%	5.6	8.04	CO
Montana	253	66.9	334	122.5	81	32.0%	14.4	5.63	MT
South Dakota	144	53.9	207	70.6	63	43.8%	12.0	5.26	SD
Alabama	52	5.0	86	33.6	34	65.4%	5.0	6.84	AL
Illinois	50	19.2	97	50.6	47	94.2%	7.4	6.34	IL
North Dakota	100	20.6	216	78.3	116	116.0%	12.6	9.22	ND
Ohio	53	21.4	160	94.1	107	201.9%	14.3	7.51	OH
Tennessee	188	177.9	0	0.0	-188	**	**	**	TN
Missouri	65	10.7	25	2.1	-40	**	**	**	MO
Connecticut	13	1.7	26	11.5	13	**	**	**	CT
Delaware	--	0.0	4	2.6	--	**	**	**	DE
District of Columbia	--	0.0	--	0.0	--	**	**	**	DC
Georgia	29	4.3	11	6.3	-18	**	**	**	GA
Hawaii	--	0.0	14	6.0	--	**	**	**	HI
Idaho	27	4.0	45	11.7	18	**	**	**	ID
Indiana	15	2.8	5	5.4	-10	**	**	**	IN
Kentucky	18	4.6	21	15.4	3	**	**	**	KY
Louisiana	19	1.3	15	9.0	-4	**	**	**	LA
Massachusetts	23	2.9	43	19.3	20	**	**	**	MA
Mississippi	3	1.1	84	52.3	81	**	**	**	MS
Nebraska	21	5.8	19	10.4	-2	**	**	**	NE
New Hampshire	8	0.3	11	7.4	3	**	**	**	NH
Pennsylvania	27	6.1	8	7.8	-19	**	**	**	PA
Rhode Island	14	1.4	12	5.3	-2	**	**	**	RI
South Carolina	16	1.8	17	8.9	1	**	**	**	SC
Vermont	4	4.0	5	2.9	1	**	**	**	VT
West Virginia	--	0.0	0	0.0	--	**	**	**	WV
U.S. TOTAL	11,841	1,377.3	8,902	408.1	-2,939	-24.8%	2,250.3	-16.14	US

* Sorted by difference between school and district estimates; -- Too few cases for a reliable estimate

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 15: Difference between district and school survey Asian or Pacific Islander teacher estimates by state: 1990-1991 (District Survey: Q29, head counts vs School Survey, full and part-time)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Illinois	1,066	352.8	351	87.5	-715	-67.1%	53.2	-13.45	IL
North Carolina	278	144.4	98	40.6	-180	-64.7%	21.9	-8.23	NC
Minnesota	203	34.3	116	32.4	-87	-42.9%	6.3	-13.73	MN
Ohio	203	30.7	119	34.9	-84	-41.4%	6.3	-13.42	OH
Massachusetts	367	38.6	216	57.6	-151	-41.1%	9.3	-16.18	MA
Virginia	242	16.4	167	36.0	-75	-31.0%	5.9	-12.65	VA
Michigan	352	46.8	285	96.6	-67	-19.0%	15.1	-4.43	MI
California	9,662	1,116.9	8,575	1,019.3	-1,087	-11.3%	183.7	-5.92	CA
Texas	549	48.5	522	167.2	-27	-4.9%	27.0	-1.00	TX
Nevada	102	0.0	102	16.5	0	0.0%	2.4	0.00	NV
Hawaii	7,256	0.0	7,762	297.3	506	7.0%	43.3	11.68	HI
Alaska	103	7.6	111	17.2	8	7.8%	2.6	3.05	AK
Idaho	78	6.7	86	21.2	8	10.3%	3.0	2.65	ID
Florida	221	3.8	257	52.3	36	16.3%	7.6	4.72	FL
Maryland	186	2.7	217	64.3	31	16.7%	9.4	3.29	MD
New Jersey	348	68.1	415	62.5	67	19.3%	12.8	5.25	NJ
Iowa	98	24.8	117	67.8	19	20.0%	10.1	1.92	IA
Colorado	231	9.2	280	50.2	49	21.2%	7.2	6.78	CO
New Mexico	55	5.3	67	20.0	12	21.8%	2.6	4.62	NM
Kentucky	36	5.4	44	18.9	8	22.2%	2.8	2.89	KY
Georgia	134	14.9	167	47.1	33	24.6%	7.2	4.56	GA
Washington	904	37.5	1,147	313.8	243	26.9%	47.4	5.13	WA
Pennsylvania	199	15.4	254	62.1	55	27.6%	8.8	6.24	PA
Indiana	130	9.7	167	47.7	37	28.5%	7.0	5.26	IN
Wisconsin	142	22.3	183	39.7	41	28.9%	6.2	6.57	WI
Utah	160	2.7	208	26.8	48	30.0%	3.8	12.51	UT
Kansas	83	15.9	110	26.9	27	32.5%	4.1	6.51	KS
Missouri	90	13.6	120	42.0	30	33.3%	6.2	4.84	MO
Connecticut	47	6.8	73	23.0	26	55.3%	3.3	7.78	CT
Oregon	405	53.9	630	125.8	225	55.6%	21.4	10.53	OR
Arizona	208	11.4	346	93.0	138	66.3%	13.5	10.25	AZ
Louisiana	73	2.1	123	34.0	50	68.5%	5.0	10.07	LA
New York	1,301	33.4	2,201	777.5	900	69.2%	114.1	7.89	NY
Oklahoma	62	6.0	106	84.3	44	71.0%	12.3	3.59	OK
Delaware	31	0.0	11	5.1	-20	*	**	**	DE
Alabama	20	1.6	55	20.9	35	**	**	**	AL
Arkansas	15	4.2	57	21.7	42	**	**	**	AR
Maine	7	2.0	26	10.8	19	**	**	**	ME
Mississippi	28	3.9	36	10.8	8	**	**	**	MS
Montana	24	7.7	42	14.5	18	**	**	**	MT
Nebraska	25	3.0	35	11.3	10	**	**	**	NE
New Hampshire	15	2.4	14	6.8	-1	**	**	**	NH
North Dakota	--	0.0	--	0.0	--	**	**	**	ND
Rhode Island	17	2.1	11	6.0	-6	**	**	**	RI
South Carolina	25	3.2	43	28.8	18	**	**	**	SC
South Dakota	9	2.8	--	1.0	--	**	**	**	SD
Vermont	4	3.0	--	2.2	--	**	**	**	VT
West Virginia	14	0.0	21	11.3	7	**	**	**	WV
Wyoming	18	3.4	24	10.2	6	**	**	**	WY
Tennessee	38	2.9	12	7.4	-26	**	**	**	TN
District of Columbia	31	0.0	57	19.7	26	0.84	2.9	9.07	DC
U.S. TOTAL	25,895	1,143.6	26,193	1,435.9	298	1.2%	1,492.0	1.38	US

* Sorted by difference between school and district estimates; -- Too few cases for a reliable estimate

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 16: Difference between district and school survey Hispanic teacher estimates by state: 1990-1991
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Alabama	43	5.3	65	17.9	22	-62.4%	2.8	7.87	AL
Delaware	109	0.0	41	13.4	-68	-62.4%	2.0	-34.69	DE
Michigan	1,208	92.9	532	142.5	-676	-56.0%	24.9	-27.14	MI
West Virginia	70	0.0	47	16.9	-23	-32.9%	2.5	-9.36	WV
Illinois	2,384	159.8	1,655	531.0	-729	-30.6%	80.2	-9.09	IL
Pennsylvania	374	46.5	278	63.7	-96	-25.7%	10.6	-9.03	PA
Arkansas	52	12.5	39	14.3	-13	-25.0%	2.7	-4.83	AR
Nebraska	161	20.8	124	35.9	-37	-23.0%	6.3	-5.84	NE
Kansas	296	18.5	230	55.6	-66	-22.3%	8.3	-7.94	KS
California	17,753	2,775.0	16,072	1,689.1	-1,681	-9.5%	401.5	-4.19	CA
Idaho	123	12.0	114	20.9	-9	-7.3%	3.0	-3.02	ID
Texas	26,766	2,174.7	25,431	2,307.8	-1,335	-5.0%	350.8	-3.81	TX
Arizona	2,694	207.7	2,645	242.8	-49	-1.8%	36.8	-1.33	AZ
Kentucky	61	6.7	61	27.2	0	0.0%	3.9	0.00	KY
Missouri	239	26.1	239	149.9	0	0.0%	21.9	0.00	MO
New Mexico	4,132	219.2	4,155	244.2	23	0.6%	39.8	0.58	NM
Maryland	164	2.1	169	30.7	5	3.0%	4.5	1.12	MD
Iowa	79	6.6	83	28.2	4	5.1%	4.3	0.94	IA
Massachusetts	1,141	160.2	1,215	285.0	74	6.5%	51.8	1.43	MA
Washington	717	82.8	768	177.0	51	7.1%	26.8	1.90	WA
Colorado	2,047	135.0	2,220	260.9	173	8.5%	28.9	5.99	CO
Nevada	299	0.0	329	41.4	30	10.0%	6.0	4.97	NV
Alaska	88	4.2	98	12.7	10	11.4%	1.8	5.56	AK
Virginia	375	28.2	424	76.5	49	13.1%	11.9	4.13	VA
New York	7,009	137.6	8,108	1,531.3	1,099	15.7%	220.9	4.98	NY
Indiana	224	24.7	267	58.6	43	19.2%	8.4	5.11	IN
Utah	204	3.2	251	42.3	47	23.0%	6.3	7.48	UT
Oklahoma	175	21.6	216	49.0	41	23.4%	6.5	6.35	OK
Florida	5,202	27.7	6,436	501.5	1,234	23.7%	72.9	16.93	FL
Mississippi	34	2.5	43	17.0	9	26.5%	2.5	3.59	MS
Minnesota	129	9.0	167	46.2	38	29.5%	6.6	5.76	MN
Wyoming	66	1.5	92	17.4	26	39.4%	2.5	10.21	WY
Connecticut	408	40.5	587	98.3	179	43.9%	15.0	11.89	CT
New Jersey	1,824	311.3	2,744	551.3	920	50.4%	80.6	11.42	NJ
Rhode Island	50	3.1	76	27.5	26	52.0%	4.1	6.35	RI
North Carolina	473	144.1	719	228.0	246	52.0%	39.6	6.21	NC
South Carolina	58	3.7	89	23.3	31	53.4%	3.4	9.00	SC
Oregon	256	45.1	399	161.4	143	55.9%	24.7	5.78	OR
Louisiana	201	16.2	337	72.8	136	67.7%	10.5	13.00	LA
Wisconsin	312	16.9	550	195.6	238	76.3%	28.4	8.38	WI
Georgia	185	15.9	350	97.0	165	89.2%	13.9	11.88	GA
Ohio	473	87.5	1,109	460.3	636	134.5%	63.1	10.07	OH
District of Columbia	83	0.0	270	153.7	187	225.3%	22.4	8.34	DC
Tennessee	43	4.8	266	202.0	223	518.6%	29.4	7.57	TN
Montana	42	11.5	21	7.6	-21	**	**	**	MT
Hawaii	16	0.0	247	70.6	231	**	**	**	HI
Maine	26	8.1	36	20.2	10	**	**	**	ME
New Hampshire	25	4.7	22	9.4	-3	**	**	**	NH
North Dakota	9	1.0	14	5.1	5	**	**	**	ND
South Dakota	16	1.2	15	6.6	-1	**	**	**	SD
Vermont	13	5.7	18	8.0	5	**	**	**	VT
U.S. TOTAL	78,931	3,861.5	80,483	3,667.8	1,552	2.0%	4,044.5	2.66	US

* Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 17: Difference between district and school survey Black non-Hispanic teacher estimates by state: 1990-1991 (District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT*	STANDARD ERROR	TEST STATISTIC	
Idaho	81	68.2	5	2.8	-76	-93.8%	9.9	-7.67	ID
New Mexico	605	3.3	290	105.7	-315	-52.1%	15.3	-20.58	NM
Iowa	418	27.4	237	75.7	-181	-43.3%	10.5	-17.16	IA
Arizona	975	242.9	605	109.5	-370	-37.9%	29.9	-12.38	AZ
Missouri	6,916	264.9	4,881	567.7	-2,035	-29.4%	93.3	-21.81	MO
Pennsylvania	7,570	591.1	6,019	682.4	-1,551	-20.5%	119.9	-12.94	PA
New York	14,793	421.1	11,972	1,939.0	-2,821	-19.1%	273.1	-10.33	NY
Delaware	913	0.0	769	82.0	-144	-15.8%	11.9	-12.07	DE
Ohio	6,303	432.7	5,374	913.7	-929	-14.7%	124.3	-7.47	OH
Washington	770	31.7	668	104.5	-102	-13.2%	15.9	-6.43	WA
Alaska	172	4.6	152	19.1	-20	-11.6%	2.8	-7.07	AK
California	15,147	2,752.1	13,490	2,147.2	-1,657	-10.9%	514.0	-3.22	CA
Indiana	3,034	128.0	2,708	575.5	-326	-10.7%	84.2	-3.87	IN
Kansas	887	24.8	799	146.3	-88	-9.9%	20.9	-4.20	KS
Michigan	8,131	902.0	7,358	1,251.4	-773	-9.5%	207.3	-3.73	MI
West Virginia	589	0.0	563	75.1	-26	-4.4%	10.9	-2.38	WV
Florida	17,027	305.1	16,278	1,004.9	-749	-4.4%	156.5	-4.79	FL
Minnesota	449	32.7	432	84.8	-17	-3.8%	13.3	-1.28	MN
Wisconsin	1,821	373.0	1,760	569.6	-61	-3.3%	99.9	-0.61	WI
Maryland	9,557	71.2	9,336	930.0	-221	-2.3%	134.1	-1.65	MD
Mississippi	9,243	382.8	9,035	538.5	-208	-2.3%	80.6	-2.58	MS
South Carolina	8,613	473.9	8,543	647.9	-70	-0.8%	97.4	-0.72	SC
Virginia	9,724	547.1	9,713	686.4	-11	-0.1%	107.4	-0.10	VA
Tennessee	5,982	206.9	6,035	503.2	53	0.9%	80.0	0.66	TN
North Carolina	11,892	672.5	12,068	1,139.7	176	1.5%	154.0	1.14	NC
Louisiana	13,348	449.5	13,738	762.0	390	2.9%	114.4	3.41	LA
Nevada	551	0.0	578	63.3	27	4.9%	9.2	2.93	NV
Arkansas	3,726	312.5	3,984	342.9	258	6.9%	47.1	5.48	AR
Texas	18,291	1,868.5	19,589	1,542.7	1,298	7.1%	288.9	4.49	TX
Oklahoma	1,720	160.2	1,851	291.0	131	7.6%	38.7	3.38	OK
Alabama	9,175	733.4	9,885	592.1	710	7.7%	133.4	5.32	AL
Georgia	14,157	449.3	15,682	1,193.7	1,525	10.8%	193.8	7.87	GA
Oregon	225	27.3	264	42.3	39	17.3%	6.1	6.39	OR
Colorado	752	8.6	885	126.8	133	17.7%	18.3	7.25	CO
Kentucky	1,573	67.5	1,904	388.8	331	21.0%	59.6	5.55	KY
Illinois	15,402	757.5	18,841	2,537.5	3,439	22.3%	361.5	9.51	IL
District of Columbia	3,983	0.0	5,204	257.7	1,221	30.7%	37.6	32.49	DC
Massachusetts	1,851	128.6	2,545	611.4	694	37.5%	87.6	7.92	MA
New Jersey	5,308	725.2	7,651	1,047.0	2,343	44.1%	173.0	13.54	NJ
Connecticut	857	36.8	1,296	171.3	439	51.2%	24.1	18.20	CT
Nebraska	337	9.2	613	301.6	276	81.9%	43.8	6.30	NE
Hawaii	56	0.0	113	18.4	57	101.8%	2.7	21.29	HI
Rhode Island	145	5.2	329	169.5	184	126.9%	24.7	7.43	RI
Maine	30	10.4	166	135.6	136	453.3%	18.9	7.18	ME
Montana	7	0.1	3	1.7	-4	**	**	**	MT
New Hampshire	19	3.1	14	7.1	-5	**	**	**	NH
North Dakota	5	0.0	5	2.9	0	**	**	**	ND
Vermont	4	1.1	6	4.3	2	**	**	**	VT
Wyoming	17	1.0	18	6.9	1	**	**	**	WY
South Dakota	66	43.7	14	6.6	-52	**	**	**	SD
Utah	42	0.0	29	10.9	-13	**	**	**	UT
U.S. TOTAL	233,259	4,780.2	234,297	5,307.0	1,038	0.4%	7,062.3	1.02	US

* Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 18: Difference between district and school survey White (non-Hispanic) teacher estimates by state: 1990-1991 (District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

STATE	DISTRICT		SCHOOL		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC	
Massachusetts	88,696	17,134.9	59,707	3,488.3	-28,989	-32.7%	2,572.1	-11.27	MA
New Hampshire	13,135	706.0	11,485	704.0	-1,650	-12.6%	126.1	-13.08	NH
Texas	187,614	12,535.8	166,628	5,134.5	-20,986	-11.2%	1,893.2	-11.08	TX
Iowa	41,075	2,804.7	36,614	1,840.8	-4,461	-10.9%	418.0	-10.67	IA
Vermont	8,372	914.4	7,544	318.5	-828	-9.9%	132.2	-6.26	VT
Virginia	59,249	3,217.4	54,026	2,408.8	-5,223	-8.8%	570.6	-9.15	VA
Connecticut	37,084	3,743.0	34,330	1,329.6	-2,754	-7.4%	545.7	-5.05	CT
Florida	89,344	1,463.6	83,070	3,733.4	-6,274	-7.0%	527.7	-11.89	FL
Nebraska	20,978	2,413.1	19,616	1,152.4	-1,362	-6.5%	322.2	-4.23	NE
Georgia	55,783	2,194.8	52,393	2,226.9	-3,390	-6.1%	436.1	-7.77	GA
Mississippi	21,355	500.6	20,179	794.1	-1,176	-5.5%	127.9	-9.19	MS
Arizona	29,156	1,551.5	27,641	1,415.6	-1,515	-5.2%	204.1	-7.42	AZ
New York	155,854	7,268.2	151,543	5,526.8	-4,311	-2.8%	1,117.6	-3.86	NY
Nevada	9,697	0.0	9,504	444.0	-193	-2.0%	64.3	-3.00	NV
Alaska	6,397	136.6	6,272	377.2	-125	-2.0%	61.0	-2.05	AK
California	173,923	28,492.3	173,635	6,816.6	-288	-0.2%	3,921.0	-0.07	CA
Pennsylvania	108,464	4,409.0	108,839	3,182.3	375	0.3%	684.1	0.55	PA
Ohio	101,844	8,574.9	102,294	4,045.6	450	0.4%	1,231.0	0.37	OH
North Carolina	56,496	1,661.9	56,778	2,094.9	282	0.5%	334.7	0.84	NC
Delaware	5,176	0.0	5,202	359.7	26	0.5%	52.1	0.50	DE
Tennessee	39,124	1,096.3	39,584	1,776.2	460	1.2%	324.0	1.42	TN
Missouri	50,966	3,701.1	51,701	1,798.9	735	1.4%	489.0	1.50	MO
Kentucky	36,940	1,090.0	37,525	1,715.3	585	1.6%	304.5	1.92	KY
Montana	10,738	481.9	10,946	773.9	208	1.9%	103.4	2.01	MT
Illinois	100,795	7,614.3	102,983	5,054.9	2,188	2.2%	949.0	2.31	IL
Maryland	30,270	436.2	31,151	1,673.9	881	2.9%	265.8	3.31	MD
Oregon	25,412	2,138.5	26,274	1,146.0	862	3.4%	314.1	2.74	OR
Rhode Island	10,612	341.3	11,015	472.8	403	3.8%	90.2	4.47	RI
Oklahoma	33,739	2,144.0	35,027	1,664.7	1,288	3.8%	274.9	4.68	OK
Arkansas	23,243	947.5	24,189	780.3	946	4.1%	137.3	6.89	AR
Washington	42,733	2,062.9	44,496	1,725.2	1,763	4.1%	352.9	5.00	WA
Louisiana	30,888	769.9	32,182	1,371.6	1,294	4.2%	216.1	5.99	LA
Minnesota	45,182	2,346.6	47,079	2,120.4	1,897	4.2%	414.3	4.58	MN
Alabama	30,512	1,368.3	31,812	1,367.4	1,300	4.3%	260.3	4.99	AL
Maine	16,135	1,065.7	16,937	794.6	802	5.0%	198.8	4.03	ME
North Dakota	8,303	380.0	8,734	518.4	431	5.2%	91.5	4.71	ND
West Virginia	21,840	0.0	23,048	1,077.3	1,208	5.5%	156.7	7.71	WV
Indiana	52,292	1,906.6	55,317	1,965.1	3,025	5.8%	422.4	7.16	IN
Hawaii	2,260	0.0	2,414	230.3	154	6.8%	33.6	4.58	HI
Utah	17,322	188.0	18,713	923.5	1,391	8.0%	133.8	10.40	UT
Colorado	30,412	870.8	32,877	1,199.6	2,465	8.1%	196.2	12.56	CO
Michigan	69,175	9,375.9	75,251	3,746.3	6,076	8.8%	1,172.2	5.18	MI
New Jersey	74,928	5,198.1	82,501	3,717.5	7,573	10.1%	868.3	8.72	NJ
Idaho	10,710	354.0	11,876	540.8	1,166	10.9%	83.0	14.05	ID
Wyoming	6,954	171.4	7,727	537.2	773	11.1%	84.6	9.14	WY
District of Columbia	564	0.0	636	120.9	72	12.8%	17.6	4.08	DC
South Carolina	27,827	813.6	32,124	1,230.2	4,297	15.4%	213.6	20.12	SC
Kansas	28,594	676.0	33,214	1,302.7	4,620	16.2%	223.4	20.68	KS
New Mexico	10,534	366.0	12,435	656.6	1,901	18.0%	101.4	18.74	NM
South Dakota	9,228	738.6	11,086	592.9	1,858	20.1%	140.7	13.21	SD
Wisconsin	48,008	2,720.0	57,952	2,676.0	9,944	20.7%	494.6	20.10	WI
U.S. TOTAL	2,215,932	48,795.3	2,196,106	18,724.4	-19,826	-0.9%	40,669.1	-3.42	US

* Sorted by difference between school and district estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
ALABAMA								
Amind/Alaskan	52	5.0	86	33.6	34	65.4%	5.0	6.84
Asian/Pacfc Islander	20	1.6	55	20.9	35	**	**	**
Hispanic	43	5.3	65	17.9	22	51.2%	2.8	7.87
Black Non-Hispanic	9,175	733.4	9,885	592.1	710	7.7%	133.4	5.32
White Non-Hispanic	30,512	1,368.3	31,812	1,367.4	1,300	4.3%	260.3	4.99
Total	38,864	1,775.9	41,921	1,542.4	3,057	7.9%	-- --	-- --
ALASKA								
Amind/Alaskan	331	16.4	329	39.3	-2	-0.6%	5.7	-0.35
Asian/Pacfc Islander	103	7.6	111	17.2	8	7.8%	2.6	3.05
Hispanic	88	4.2	98	12.7	10	11.4%	1.8	5.56
Black Non-Hispanic	172	4.6	152	19.1	-20	-11.6%	2.8	-7.07
White Non-Hispanic	6,397	136.6	6,272	377.2	-125	-2.0%	61.0	-2.05
Total	6,422	134.1	6,968	414.7	546	8.5%	-- --	-- --
ARIZONA								
Amind/Alaskan	835	239.4	565	99.8	-270	-32.3%	39.1	-6.91
Asian/Pacfc Islander	208	11.4	346	93.0	138	66.3%	13.5	10.25
Hispanic	2,694	207.7	2,645	242.8	-49	-1.8%	36.8	-1.33
Black Non-Hispanic	975	242.9	605	109.5	-370	-37.9%	29.9	-12.38
White Non-Hispanic	29,156	1,551.5	27,641	1,415.6	-1,515	-5.2%	204.1	-7.42
Total	32,220	1,847.6	32,167	1,593.4	-53	-0.2%	-- --	-- --
ARKANSAS								
Amind/Alaskan	283	198.9	60	25.1	-223	-78.8%	29.3	-7.62
Asian/Pacfc Islander	15	4.2	57	21.7	42	**	**	**
Hispanic	52	12.5	39	14.3	-13	-25.0%	2.7	-4.83
Black Non-Hispanic	3,726	312.5	3,984	342.9	258	6.9%	47.1	5.48
White Non-Hispanic	23,243	947.5	24,189	780.3	946	4.1%	137.3	6.89
Total	26,565	937.6	28,340	823.4	1,775	6.7%	-- --	-- --
CALIFORNIA								
Amind/Alaskan	1,706	411.6	996	182.1	-710	-41.6%	55.3	-12.83
Asian/Pacfc Islander	9,662	1,116.9	8,575	1,019.3	-1,087	-11.3%	183.7	-5.92
Hispanic	17,753	2,775.0	16,072	1,689.1	-1,681	-9.5%	401.5	-4.19
Black Non-Hispanic	15,147	2,752.1	13,490	2,147.2	-1,657	-10.9%	514.0	-3.22
White Non-Hispanic	173,923	28,492.3	173,635	6,816.6	-288	-0.2%	3,921.0	-0.07
Total	208,377	32,565.0	214,477	8,267.2	6,100	2.9%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
COLORADO								
Amind/Alaskan	157	7.5	202	37.9	45	28.7%	5.6	8.04
Asian/Pacfc Islander	231	9.2	280	50.2	49	21.2%	7.2	6.78
Hispanic	2,047	135.0	2,220	260.9	173	8.5%	28.9	5.99
Black Non-Hispanic	752	8.6	885	126.8	133	17.7%	18.3	7.25
White Non-Hispanic	30,412	870.8	32,877	1,199.6	2,465	8.1%	196.2	12.56
Total	31,967	923.8	36,586	1,389.5	4,619	14.4%	-- --	-- --
CONNECTICUT								
Amind/Alaskan	13	1.7	26	11.5	13	**	**	**
Asian/Pacfc Islander	47	6.8	73	23.0	26	55.3%	3.3	7.78
Hispanic	408	40.5	587	98.3	179	43.9%	15.0	11.89
Black Non-Hispanic	857	36.8	1,296	171.3	439	51.2%	24.1	18.20
White Non-Hispanic	37,084	3,743.0	34,330	1,329.6	-2,754	-7.4%	545.7	-5.05
Total	33,035	2,400.7	36,401	1,371.8	3,366	10.2%	-- --	-- --
DELAWARE								
Amind/Alaskan	1	0.0	4	2.6	3	**	**	**
Asian/Pacfc Islander	31	0.0	11	5.1	-20	**	**	**
Hispanic	109	0.0	41	13.4	-68	-62.4%	2.0	-34.69
Black Non-Hispanic	913	0.0	769	82.0	-144	-15.8%	11.9	-12.07
White Non-Hispanic	5,176	0.0	5,202	359.7	26	0.5%	52.1	0.50
Total	5,989	0.0	6,032	397.5	43	0.7%	-- --	-- --
DISTRICT OF COL.								
Amind/Alaskan	0	0.0	0	0.0	0	**	**	**
Asian/Pacfc Islander	31	0.0	57	19.7	26	83.9%	2.9	9.07
Hispanic	83	0.0	270	153.7	187	225.3%	22.4	8.34
Black Non-Hispanic	3,983	0.0	5,204	257.7	1,221	30.7%	37.6	32.49
White Non-Hispanic	564	0.0	636	120.9	72	12.8%	17.6	4.08
Total	5,675	0.0	6,214	283.2	539	9.5%	-- --	-- --
FLORIDA								
Amind/Alaskan	137	3.8	82	29.6	-55	-40.1%	4.4	-12.62
Asian/Pacfc Islander	221	4.7	257	52.3	36	16.3%	7.6	4.72
Hispanic	5,202	27.7	6,436	501.5	1,234	23.7%	72.9	16.93
Black Non-Hispanic	17,027	305.1	16,278	1,004.9	-749	-4.4%	156.5	-4.79
White Non-Hispanic	89,344	1,463.6	83,070	3,733.4	-6,274	-7.0%	527.7	-11.89
Total	106,980	1,401.0	107,641	4,551.1	661	0.6%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
GEORGIA								
Amind/Alaskan	29	4.3	11	6.3	-18	**	**	**
Asian/Pacfc Islander	134	14.9	167	47.1	33	24.6%	7.2	4.56
Hispanic	185	15.9	350	97.0	165	89.2%	13.9	11.88
Black Non-Hispanic	14,157	449.3	15,682	1,193.7	1,525	10.8%	193.8	7.87
White Non-Hispanic	55,783	2,194.8	52,393	2,226.9	-3,390	-6.1%	436.1	-7.77
Total	66,918	2,182.4	68,637	2,675.8	1,719	2.6%	-- --	-- --
HAWAII								
Amind/Alaskan	0	0.0	14	6.0	14	**	**	**
Asian/Pacfc Islander	7,256	0.0	7,762	297.3	506	7.0%	43.3	11.68
Hispanic	16	0.0	247	70.6	231	**	**	**
Black Non-Hispanic	56	0.0	113	18.4	57	101.8%	2.7	21.29
White Non-Hispanic	2,260	0.0	2,414	230.3	154	6.8%	33.6	4.58
Total	8,443	0.0	10,606	293.7	2,163	25.6%	-- --	-- --
IDAHO								
Amind/Alaskan	27	4.0	45	11.7	18	**	**	**
Asian/Pacfc Islander	78	6.7	86	21.2	8	10.3%	3.0	2.65
Hispanic	123	12.0	114	20.9	-9	-7.3%	3.0	-3.02
Black Non-Hispanic	81	68.2	5	2.8	-76	-93.8%	9.9	-7.67
White Non-Hispanic	10,710	354.0	11,876	540.8	1,166	10.9%	83.0	14.05
Total	10,704	331.8	12,129	556.0	1,425	13.3%	-- --	-- --
ILLINOIS								
Amind/Alaskan	50	19.2	97	50.6	47	94.2%	7.4	6.34
Asian/Pacfc Islander	1,066	352.8	351	87.5	-715	-67.1%	53.2	-13.45
Hispanic	2,384	159.8	1,655	531.0	-729	-30.6%	80.2	-9.09
Black Non-Hispanic	15,402	757.5	18,841	2,537.5	3,439	22.3%	361.5	9.51
White Non-Hispanic	100,795	7,614.3	102,983	5,054.9	2,188	2.2%	949.0	2.31
Total	112,122	7,529.8	124,564	6,315.4	12,442	11.1%	-- --	-- --
INDIANA								
Amind/Alaskan	15	2.8	5	5.4	-10	**	**	**
Asian/Pacfc Islander	130	9.7	167	47.7	37	28.5%	7.0	5.26
Hispanic	224	24.7	267	58.6	43	19.2%	8.4	5.11
Black Non-Hispanic	3,034	128.0	2,708	575.5	-326	-10.7%	84.2	-3.87
White Non-Hispanic	52,292	1,906.6	55,317	1,965.1	3,025	5.8%	422.4	7.16
Total	54,059	1,973.2	58,506	1,959.5	4,447	8.2%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State / Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
IOWA								
Amind/Alaskan	84	24.2	7	7.4	-77	-91.7%	3.7	-21.05
Asian/Pacfc Islander	98	24.8	117	67.8	19	20.0%	10.1	1.92
Hispanic	79	6.6	83	28.2	4	5.1%	4.3	0.94
Black Non-Hispanic	418	27.4	237	75.7	-181	-43.3%	10.5	-17.16
White Non-Hispanic	41,075	2,804.7	36,614	1,840.8	-4,461	-10.9%	418.0	-10.67
Total	32,516	990.6	37,075	1,871.4	4,559	14.0%	-- --	-- --
KANSAS								-- --
Amind/Alaskan	309	135.0	41	18.2	-268	-86.7%	19.9	-13.48
Asian/Pacfc Islander	83	15.9	110	26.9	27	32.5%	4.1	6.51
Hispanic	296	18.5	230	55.6	-66	-22.3%	8.3	-7.94
Black Non-Hispanic	887	24.8	799	146.3	-88	-9.9%	20.9	-4.20
White Non-Hispanic	28,594	676.0	33,214	1,302.7	4,620	16.2%	223.4	20.68
Total	28,919	599.1	34,456	1,315.7	5,537	19.1%	-- --	-- --
KENTUCKY								
Amind/Alaskan	18	4.6	21	15.4	3	**	**	**
Asian/Pacfc Islander	36	5.4	44	18.9	8	22.2%	2.8	2.89
Hispanic	61	6.7	61	27.2	0	0.0%	3.9	0.00
Black Non-Hispanic	1,573	67.5	1,904	388.8	331	21.0%	59.6	5.55
White Non-Hispanic	36,940	1,090.0	37,525	1,715.3	585	1.6%	304.5	1.92
Total	38,693	1,109.9	39,558	1,936.2	865	2.2%	-- --	-- --
LOUISIANA								
Amind/Alaskan	19	1.3	15	9.0	-4	**	**	**
Asian/Pacfc Islander	73	2.1	123	34.0	50	68.5%	5.0	10.07
Hispanic	201	16.2	337	72.8	136	67.7%	10.5	13.00
Black Non-Hispanic	13,348	449.5	13,738	762.0	390	2.9%	114.4	3.41
White Non-Hispanic	30,888	769.9	32,182	1,371.6	1,294	4.2%	216.1	5.99
Total	44,031	1,099.4	46,627	1,707.5	2,596	5.9%	-- --	-- --
MAINE								
Amind/Alaskan	52	26.1	40	27.7	-12	-23.1%	4.6	-2.62
Asian/Pacfc Islander	7	2.0	26	10.8	19	**	**	**
Hispanic	26	8.1	36	20.2	10	**	**	**
Black Non-Hispanic	30	10.4	166	135.6	136	453.3%	18.9	7.18
White Non-Hispanic	16,135	1,065.7	16,937	794.6	802	5.0%	198.8	4.03
Total	15,616	1,002.6	17,206	782.2	1,590	10.2%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
MARYLAND								
Amind/Alaskan	31	0.4	28	16.4	-3	-9.7%	2.4	-1.26
Asian/Pacfc Islander	186	2.7	217	64.3	31	16.7%	9.4	3.29
Hispanic	164	2.1	169	30.7	5	3.0%	4.5	1.12
Black Non-Hispanic	9,557	71.2	9,336	930.0	-221	-2.3%	134.1	-1.65
White Non-Hispanic	30,270	436.2	31,151	1,673.9	881	2.9%	265.8	3.31
Total	37,691	443.7	40,917	1,938.0	3,226	8.6%	-- --	-- --
MASSACHUSETTS								
Amind/Alaskan	23	2.9	43	19.3	20	**	**	**
Asian/Pacfc Islander	367	38.6	216	57.6	-151	-41.1%	9.3	-16.18
Hispanic	1,141	160.2	1,215	285.0	74	6.5%	51.8	1.43
Black Non-Hispanic	1,851	128.6	2,545	611.4	694	37.5%	87.6	7.92
White Non-Hispanic	88,696	17,134.9	59,707	3,488.3	-28,989	-32.7%	2,572.1	-11.27
Total	59,078	4,581.2	63,858	3,678.3	4,780	8.1%	-- --	-- --
MICHIGAN								
Amind/Alaskan	205	31.6	184	67.9	-21	-10.2%	10.0	-2.09
Asian/Pacfc Islander	352	46.8	285	96.6	-67	-19.0%	15.1	-4.43
Hispanic	1,208	92.9	532	142.5	-676	-56.0%	24.9	-27.14
Black Non-Hispanic	8,131	902.0	7,358	1,251.4	-773	-9.5%	207.3	-3.73
White Non-Hispanic	69,175	9,375.9	75,251	3,746.3	6,076	8.8%	1,172.2	5.18
Total	71,052	8,152.0	83,653	3,739.2	12,601	17.7%	-- --	-- --
MINNESOTA								
Amind/Alaskan	184	29.0	218	56.2	34	18.7%	8.3	4.18
Asian/Pacfc Islander	203	34.3	116	32.4	-87	-42.9%	6.3	-13.73
Hispanic	129	9.0	167	46.2	38	29.5%	6.6	5.76
Black Non-Hispanic	449	32.7	432	84.8	-17	-3.8%	13.3	-1.28
White Non-Hispanic	45,182	2,346.6	47,079	2,120.4	1,897	4.2%	414.3	4.58
Total	41,463	2,036.5	48,018	2,181.3	6,555	15.8%	-- --	-- --
MISSISSIPPI								
Amind/Alaskan	3	1.1	84	52.3	81	**	**	**
Asian/Pacfc Islander	28	3.9	36	10.8	8	**	**	**
Hispanic	34	2.5	43	17.0	9	26.5%	2.5	3.59
Black Non-Hispanic	9,243	382.8	9,035	538.5	-208	-2.3%	80.6	-2.58
White Non-Hispanic	21,355	500.6	20,179	794.1	-1,176	-5.5%	127.9	-9.19
Total	27,397	575.1	29,368	963.6	1,971	7.2%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
MISSOURI								
Amind/Alaskan	65	10.7	25	2.1	-40	*	*	*
Asian/Pacfc Islander	90	13.6	120	42.0	30	33.3%	6.2	4.84
Hispanic	239	26.1	239	149.9	0	0.0%	21.9	0.00
Black Non-Hispanic	6,916	264.9	4,881	567.7	-2,035	-29.4%	93.3	-21.81
White Non-Hispanic	50,966	3,701.1	51,701	1,798.9	735	1.4%	489.0	1.50
Total	52,843	3,751.6	56,974	1,880.5	4,131	7.8%	-- --	-- --
MONTANA								
Amind/Alaskan	253	66.9	334	122.5	81	32.0%	14.4	5.63
Asian/Pacfc Islander	24	7.7	42	14.5	18	**	**	**
Hispanic	42	11.5	21	7.6	-21	**	**	**
Black Non-Hispanic	7	0.1	3	1.7	-4	**	**	**
White Non-Hispanic	10,738	481.9	10,946	773.9	208	1.9%	103.4	2.01
Total	10,913	472.0	11,346	774.3	433	4.0%	-- --	-- --
NEBRASKA								
Amind/Alaskan	21	5.8	19	10.4	-2	**	**	**
Asian/Pacfc Islander	25	3.0	35	11.3	10	**	**	**
Hispanic	161	20.8	124	35.9	-37	-23.0%	6.3	-5.84
Black Non-Hispanic	337	9.2	613	301.6	276	81.9%	43.8	6.30
White Non-Hispanic	20,978	2,413.1	19,616	1,152.4	-1,362	-6.5%	322.2	-4.23
Total	19,404	1,487.7	20,419	1,222.2	1,015	5.2%	-- --	-- --
NEVADA								
Amind/Alaskan	91	0.0	93	20.8	2	2.2%	3.0	0.66
Asian/Pacfc Islander	102	0.0	102	16.5	0	0.0%	2.4	0.00
Hispanic	299	0.0	329	41.4	30	10.0%	6.0	4.97
Black Non-Hispanic	551	0.0	578	63.3	27	4.9%	9.2	2.93
White Non-Hispanic	9,697	0.0	9,504	444.0	-193	-2.0%	64.3	-3.00
Total	10,427	0.0	10,667	476.4	240	2.3%	-- --	-- --
NEW HAMPSHIRE								
Amind/Alaskan	8	0.3	11	7.4	3	**	**	**
Asian/Pacfc Islander	15	2.4	14	6.8	-1	**	**	**
Hispanic	25	4.7	22	9.4	-3	**	**	**
Black Non-Hispanic	19	3.1	14	7.1	-5	**	**	**
White Non-Hispanic	13,135	706.0	11,485	704.0	-1,650	-12.6%	126.1	-13.08
Total	10,853	710.5	11,546	710.1	693	6.4%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State / Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
NEW JERSEY								
Amind/Alaskan	103	50.5	15	8.9	-88	-85.4%	7.4	-11.83
Asian/Pacfc Islander	348	68.1	415	62.5	67	19.3%	12.8	5.25
Hispanic	1,824	311.3	2,744	551.3	920	50.4%	80.6	11.42
Black Non-Hispanic	5,308	725.2	7,651	1,047.0	2,343	44.1%	173.0	13.54
White Non-Hispanic	74,928	5,198.1	82,501	3,717.5	7,573	10.1%	868.3	8.72
Total	75,630	5,361.2	93,698	4,162.0	18,068	23.9%	-- --	-- --
NEW MEXICO								
Amind/Alaskan	264	16.3	266	66.6	2	0.7%	9.6	0.18
Asian/Pacfc Islander	55	5.3	67	20.0	12	21.8%	2.6	4.62
Hispanic	4,132	219.2	4,155	244.2	23	0.6%	39.8	0.58
Black Non-Hispanic	605	3.3	290	105.7	-315	-52.1%	15.3	-20.58
White Non-Hispanic	10,534	366.0	12,435	656.6	1,901	18.0%	101.4	18.74
Total	15,376	394.9	18,028	807.2	2,652	17.2%	-- --	-- --
NEW YORK								
Amind/Alaskan	825	711.0	278	99.4	-547	-66.3%	104.8	-5.22
Asian/Pacfc Islander	1,301	33.4	2,201	777.5	900	69.2%	114.1	7.89
Hispanic	7,009	137.6	8,108	1,531.3	1,099	15.7%	220.9	4.98
Black Non-Hispanic	14,793	421.1	11,972	1,939.0	-2,821	-19.1%	273.1	-10.33
White Non-Hispanic	155,854	7,268.2	151,543	5,526.8	-4,311	-2.8%	1,117.6	-3.86
Total	165,622	7,352.4	175,834	5,887.0	10,212	6.2%	-- --	-- --
NORTH CAROLINA								
Amind/Alaskan	731	72.6	627	94.8	-104	-14.2%	17.0	-6.12
Asian/Pacfc Islander	278	144.4	98	40.6	-180	-64.7%	21.9	-8.23
Hispanic	473	144.1	719	228.0	246	52.0%	39.6	6.21
Black Non-Hispanic	11,892	672.5	12,068	1,139.7	176	1.5%	154.0	1.14
White Non-Hispanic	56,496	1,661.9	56,778	2,094.9	282	0.5%	334.7	0.84
Total	65,620	1,776.9	70,765	2,124.6	5,145	7.8%	-- --	-- --
NORTH DAKOTA								
Amind/Alaskan	100	20.6	216	78.3	116	116.0%	12.6	9.22
Asian/Pacfc Islander	1	0.0	1	0.0	0	**	**	**
Hispanic	9	1.0	14	5.1	5	**	**	**
Black Non-Hispanic	5	0.0	5	2.9	0	**	**	**
White Non-Hispanic	8,303	380.0	8,734	518.4	431	5.2%	91.5	4.71
Total	8,106	377.6	8,962	502.7	856	10.6%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
OHIO								
Amind/Alaskan	53	21.4	160	94.1	107	201.9%	14.3	7.51
Asian/Pacfc Islander	203	30.7	119	34.9	-84	-41.4%	6.3	-13.42
Hispanic	473	87.5	1,109	460.3	636	134.5%	63.1	10.07
Black Non-Hispanic	6,303	432.7	5,374	913.7	-929	-14.7%	124.3	-7.47
White Non-Hispanic	101,844	8,574.9	102,294	4,045.6	450	0.4%	1,231.0	0.37
Total	101,029	5,450.8	109,418	4,242.4	8,389	8.3%	-- --	-- --
OKLAHOMA								
Amind/Alaskan	2,035	186.5	2,426	288.2	391	19.2%	41.5	9.43
Asian/Pacfc Islander	62	6.0	106	84.3	44	71.0%	12.3	3.59
Hispanic	175	21.6	216	49.0	41	23.4%	6.5	6.35
Black Non-Hispanic	1,720	160.2	1,851	291.0	131	7.6%	38.7	3.38
White Non-Hispanic	33,739	2,144.0	35,027	1,664.7	1,288	3.8%	274.9	4.68
Total	35,782	2,165.8	39,635	1,863.8	3,853	10.8%	-- --	-- --
OREGON								
Amind/Alaskan	166	41.7	101	27.5	-65	-39.0%	6.7	-9.69
Asian/Pacfc Islander	405	53.9	630	125.8	225	55.6%	21.4	10.53
Hispanic	256	45.1	399	161.4	143	55.9%	24.7	5.78
Black Non-Hispanic	225	27.3	264	42.3	39	17.3%	6.1	6.39
White Non-Hispanic	25,412	2,138.5	26,274	1,146.0	862	3.4%	314.1	2.74
Total	25,478	2,115.0	27,867	1,100.5	2,389	9.4%	-- --	-- --
PENNSYLVANIA								
Amind/Alaskan	27	6.1	8	7.8	-19	**	**	**
Asian/Pacfc Islander	199	15.4	254	62.1	55	27.6%	8.8	6.24
Hispanic	374	46.5	278	63.7	-96	-25.7%	10.6	-9.03
Black Non-Hispanic	7,570	591.1	6,019	682.4	-1,551	-20.5%	119.9	-12.94
White Non-Hispanic	108,464	4,409.0	108,839	3,182.3	375	0.3%	684.1	0.55
Total	107,932	4,502.0	115,427	3,460.5	7,495	6.9%	-- --	-- --
RHODE ISLAND								
Amind/Alaskan	14	1.4	12	5.3	-2	**	**	**
Asian/Pacfc Islander	17	2.1	11	6.0	-6	**	**	**
Hispanic	50	3.1	76	27.5	26	52.0%	4.1	6.35
Black Non-Hispanic	145	5.2	329	169.5	184	126.9%	24.7	7.43
White Non-Hispanic	10,612	341.3	11,015	472.8	403	3.8%	90.2	4.47
Total	9,427	277.9	11,453	439.9	2,026	21.5%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State / Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
SOUTH CAROLINA								
Amind/Alaskan	16	1.8	17	8.9	1	**	**	**
Asian/Pacfc Islander	25	3.2	43	28.8	18	**	**	**
Hispanic	58	3.7	89	23.3	31	53.4%	3.4	9.00
Black Non-Hispanic	8,613	473.9	8,543	647.9	-70	-0.8%	97.4	-0.72
White Non-Hispanic	27,827	813.6	32,124	1,230.2	4,297	15.4%	213.6	20.12
Total	35,579	1,028.2	40,823	1,382.3	5,244	14.7%	-- --	-- --
SOUTH DAKOTA								
Amind/Alaskan	144	53.9	207	70.6	63	43.8%	12.0	5.26
Asian/Pacfc Islander	9	2.8	2	1.0	-7	**	**	**
Hispanic	16	1.2	15	6.6	-1	**	**	**
Black Non-Hispanic	66	43.7	14	6.6	-52	**	**	**
White Non-Hispanic	9,228	738.6	11,086	592.9	1,858	20.1%	140.7	13.21
Total	9,056	721.6	11,335	608.8	2,279	25.2%	-- --	-- --
TENNESSEE								
Amind/Alaskan	188	177.9	0	0.0	-188	**	**	**
Asian/Pacfc Islander	38	2.9	12	7.4	-26	**	**	**
Hispanic	43	4.8	266	202.0	223	518.6%	29.4	7.57
Black Non-Hispanic	5,982	206.9	6,035	503.2	53	0.9%	80.0	0.66
White Non-Hispanic	39,124	1,096.3	39,584	1,776.2	460	1.2%	324.0	1.42
Total	43,374	1,119.7	45,913	2,033.9	2,539	5.9%	-- --	-- --
TEXAS								
Amind/Alaskan	1,099	788.5	261	66.8	-838	-76.3%	106.9	-7.84
Asian/Pacfc Islander	549	48.5	522	167.2	-27	-4.9%	27.0	-1.00
Hispanic	26,766	2,174.7	25,431	2,307.8	-1,335	-5.0%	350.8	-3.81
Black Non-Hispanic	18,291	1,868.5	19,589	1,542.7	1,298	7.1%	288.9	4.49
White Non-Hispanic	187,614	12,535.8	166,628	5,134.5	-20,986	-11.2%	1,893.2	-11.08
Total	190,585	8,705.3	216,404	5,783.1	25,819	13.5%	-- --	-- --
UTAH								
Amind/Alaskan	70	2.2	80	29.3	10	14.3%	4.3	2.32
Asian/Pacfc Islander	160	2.7	208	26.8	48	30.0%	3.8	12.51
Hispanic	204	3.2	251	42.3	47	23.0%	6.3	7.48
Black Non-Hispanic	42	0.0	29	10.9	-13	**	**	**
White Non-Hispanic	17,322	188.0	18,713	923.5	1,391	8.0%	133.8	10.40
Total	18,866	187.0	19,306	938.5	440	2.3%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State / Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
VERMONT								
Amind/Alaskan	4	4.0	5	2.9	1	**	**	**
Asian/Pacfc Islander	4	3.0	2	2.2	-2	**	**	**
Hispanic	13	5.7	18	8.0	5	**	**	**
Black Non-Hispanic	4	1.1	6	4.3	2	**	**	**
White Non-Hispanic	8,372	914.4	7,544	318.5	-828	-9.9%	132.2	-6.26
Total	7,350	552.2	7,576	319.0	226	3.1%	-- --	-- --
VIRGINIA								
Amind/Alaskan	57	5.4	46	22.7	-11	-19.3%	3.3	-3.31
Asian/Pacfc Islander	242	16.4	167	36.0	-75	-31.0%	5.9	-12.65
Hispanic	375	28.2	424	76.5	49	13.1%	11.9	4.13
Black Non-Hispanic	9,724	547.1	9,713	686.4	-11	-0.1%	107.4	-0.10
White Non-Hispanic	59,249	3,217.4	54,026	2,408.8	-5,223	-8.8%	570.6	-9.15
Total	64,268	3,448.2	64,437	2,562.1	169	0.3%	-- --	-- --
WASHINGTON								
Amind/Alaskan	428	47.8	331	81.3	-97	-22.7%	11.8	-8.20
Asian/Pacfc Islander	904	37.5	1,147	313.8	243	26.9%	47.4	5.13
Hispanic	717	82.8	768	177.0	51	7.1%	26.8	1.90
Black Non-Hispanic	770	31.7	668	104.5	-102	-13.2%	15.9	-6.43
White Non-Hispanic	42,733	2,062.9	44,496	1,725.2	1,763	4.1%	352.9	5.00
Total	42,106	1,914.3	47,588	1,822.6	5,482	13.0%	-- --	-- --
WEST VIRGINIA								
Amind/Alaskan	2	0.0	0	0.0	-2	**	**	**
Asian/Pacfc Islander	14	0.0	21	11.3	7	**	**	**
Hispanic	70	0.0	47	16.9	-23	-32.9%	2.5	-9.36
Black Non-Hispanic	589	0.0	563	75.1	-26	-4.4%	10.9	-2.38
White Non-Hispanic	21,840	0.0	23,048	1,077.3	1,208	5.5%	156.7	7.71
Total	20,631	0.0	23,689	1,083.7	3,058	14.8%	-- --	-- --
WISCONSIN								
Amind/Alaskan	475	255.5	129	47.2	-346	-72.8%	36.8	-9.39
Asian/Pacfc Islander	142	22.3	183	39.7	41	28.9%	6.2	6.57
Hispanic	312	16.9	550	195.6	238	76.3%	28.4	8.38
Black Non-Hispanic	1,821	373.0	1,760	569.6	-61	-3.3%	99.9	-0.61
White Non-Hispanic	48,008	2,720.0	57,952	2,676.0	9,944	20.7%	494.6	20.10
Total	49,327	2,609.8	60,554	2,758.4	11,227	22.8%	-- --	-- --

Table 19: Difference between district and school survey teacher race/ethnicity estimates by state: 1990-1991-cont
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

State Race/Ethnicity	DISTRICT NUMBER	DISTRICT STANDARD ERROR	SCHOOL NUMBER	SCHOOL STANDARD ERROR	DIFFERENCE NUMBER	DIFFERENCE PERCENT	DIFFERENCE STANDARD ERROR	DIFFERENCE TEST STATISTIC
WYOMING								
Amind/Alaskan	41	19.7	31	11.9	-10	-24.4%	2.5	-4.04
Asian/Pacfc Islander	18	3.4	24	10.2	6	**	**	**
Hispanic	66	1.5	92	17.4	26	39.4%	2.5	10.21
Black Non-Hispanic	17	1.0	18	6.9	1	**	**	**
White Non-Hispanic	6,954	171.4	7,727	537.2	773	11.1%	84.6	9.14
Total	6,603	171.0	7,896	550.4	1,293	19.6%	-- --	-- --
U.S. TOTAL								
Amind/Alaskan	11,844	1,377.3	8,902	408.1	-2,942	-24.8%	182.3	-16.14
Asian/Pacfc Islander	25,896	1,143.6	26,193	1,435.9	297	1.1%	214.8	1.38
Hispanic	78,931	3,861.5	80,483	3,667.8	1,552	2.0%	583.8	2.66
Black Non-Hispanic	233,259	4,780.2	234,297	5,307.0	1,038	0.4%	1,022.1	1.02
White Non-Hispanic	2,215,932	48,795.3	2,196,106	18,724.4	-19,826	-0.9%	5,790.4	-3.42
Total	2,565,862	59,957.9	2,545,982	29,543.2	-19,880	-0.8%	-- --	-- --

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Table 20-Difference between district and school teacher race/ethnicity estimates by region: 1990-1991
(District Survey: Q29, head counts vs School Survey: Q25, full and part-time)

	DISTRICT		SCHOOL		DIFFERENCE			
Region-Race/Ethnicity	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Northeast								
Amer/Alaskan	1070	715.5	436	102.7	-634	-59.3%	105.4	-6.02
Asian/Pac Islander	2305	101.3	3,214	779.1	909	39.4%	114.5	7.94
Hispanic	10868	381.3	13,084	1,715.6	2,216	20.4%	242.1	9.15
Black non-Hispanic	30578	863.5	29,998	2,485.6	-580	-1.9%	394.8	-1.47
White non-Hispanic	513282	21,452.8	483,903	8,377.0	-29,379	-5.7%	2,794.1	-10.51
Midwest								
Amer/Alaskan	1,704	306.1	1,310	175.9	-394	-23.1%	54.2	-7.27
Asian/Pac Islander	2,401	352.9	1,606	151.1	-795	-33.1%	57.1	-13.91
Hispanic	5,529	254.5	4,985	917.0	-544	-9.8%	160.5	-3.39
Black non-Hispanic	43,770	1,481.4	43,023	2,934.9	-747	-1.7%	463.3	-1.61
White non-Hispanic	576,440	15,821.1	601,843	7,759.5	25,403	4.4%	2,352.1	10.80
South								
Amer/Alaskan	4,700	882.8	3,768	292.8	-932	-19.8%	118.2	-7.89
Asian/Pac Islander	1,985	158.8	1,993	235.1	8	0.4%	42.0	0.19
Hispanic	34,094	2,187.8	35,006	2,218.7	912	2.7%	325.4	2.80
Black non-Hispanic	139,511	2,676.9	144,192	2,633.9	4,681	3.4%	484.6	9.66
White non-Hispanic	749,965	14,175.1	725,732	8,500.3	-24,233	-3.2%	2,060.0	-11.76
West								
Amer/Alaskan	4,370	507.0	3,388	262.4	-982	-22.5%	76.6	-12.81
Asian/Pac Islander	19,206	1,123.2	19,380	1,052.8	174	0.9%	204.7	0.85
Hispanic	28,436	2,804.7	27,411	1,856.0	-1,025	-3.6%	411.5	-2.49
Black non-Hispanic	19,399	2,754.5	17,099	2,143.6	-2,300	-11.9%	519.4	-4.43
White non-Hispanic	376,248	28,899.1	384,810	7,358.3	8,562	2.3%	4,027.2	2.13

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District Questionnaire)

Chapter V

Teacher Schooling and Certification

This chapter provides two separate comparisons for teachers: teacher schooling questions and teacher certification questions.

Teacher Schooling The number of teachers with educational attainment beyond a bachelor's degree is reported by both school and teacher surveys. Slightly different question wordings appear on the School Questionnaire than on the Teacher Questionnaire (see question wording below) The School Questionnaire asks for the number of teachers who "have a degree beyond the bachelor's," whereas the Teacher Questionnaire asks for the number of teachers who have a master's degree, followed by asking what other degree(s) one has earned (including education specialist, professional diploma, doctorate or first professional degree).

	School Survey Questionnaire: Question 27	Teacher Survey Questionnaire: Question 17d
Question Wording	How many K-12 teachers have a degree beyond the bachelor's degree?	What other degree(s) have you earned?

Table 21 shows school and teacher estimates of public school teachers with an advanced degree. Teacher estimates exceed school estimates in 41 states by an average of nine percent, while school estimates are higher than teacher estimates in 10 states by an average of eight percent. North Dakota also shows a great disparity between estimates; school estimates are 50 percent higher than the teacher estimates.

The percent difference between school and teacher estimates by region reveal small percent differences, but are statistically significant (see Table 22). In the southern region, teacher estimates were higher than district estimates by two percent. For all other regions, district estimates exceed teacher estimates: Northeast, 2.9 percent; Midwest, 4.1 percent; West, 5.0 percent.

Teacher Certification The number of certified teachers is reported in SASS at the school level and by the teachers themselves. As shown in the question wording below, the TDS asks LEA respondents to provide the total number of FTE teachers who hold "regular or standard state certification in their fields of assignment," excluding those with "emergency or other nonstandard certification." The Teacher Questionnaire and the Teacher Followup Survey, in contrast, asks whether the respondent holds a teaching certificate in his/her MAIN teaching assignment. If the answer is yes, a second inquires about the type of certification in one of four categories (advanced professional certification, regular or standard certification, probationary certification, or temporary/provisional/emergency certification). For the purpose

of this comparison the category temporary/provisional/emergency/certification was eliminated from the analysis.

	District Survey Questionnaire (TDS): Question 4	Teacher Questionnaire: Question 25A
Question Wording	Of the total FTE teachers cited in item 3 (K-12 FTEs) how many hold regular or standard state certification in their fields of assignment?	What type of certification do you hold in this field?

Table 23 shows the number of teachers holding some type of teacher certification between district and teacher responses. The data indicates that the number of teachers who hold regular, standard, or probationary certification is higher for the Teacher Survey than the District Survey -- by about four percent nationally. Only 11 states show higher district estimates than teacher estimates -- by an average of 2.7 percent. In three states, teacher estimates are higher than district estimates by 20 percent (Wisconsin, New Jersey, South Dakota). Not surprisingly, the states that are statistically significant for teacher certification were virtually the same as those that differ for teacher totals in Chapter III. This finding may be attributed to the very high percentage of total teachers who hold some type of certification in their field of teaching (greater than 95 percent).

District and Teacher Estimates by region Table 24 shows district and teacher comparisons by region. The percent difference between district and teacher estimates by region vary between 1.8 percent in the West to almost 8 percent in the Midwest. All regions show a statistical significance between district and teacher survey estimates.

Table 21-Difference between school and teacher survey estimates of teachers with highest degree earned by state: 1990-1991 (School Survey: Q27 vs Teacher Survey: Q17d)

STATE	SCHOOL		TEACHER		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC	
North Dakota	1,998	218.7	1,483	199.6	-515	-34.7%	24.3	-21.19	ND
Rhode Island	8,174	447.6	6,983	546.4	-1,191	-17.1%	67.8	-17.57	RI
Nebraska	8,127	599.4	7,375	606.5	-752	-10.2%	72.7	-10.34	NE
Montana	3,552	289.7	3,276	357.3	-276	-8.4%	40.3	-6.84	MT
Maryland	26,932	1,578.1	25,952	1,666.5	-980	-3.8%	191.8	-5.11	MD
Idaho	3,556	289.6	3,430	268.7	-126	-3.7%	44.6	-2.82	ID
Alaska	2,915	208.5	2,820	158.5	-95	-3.4%	25.6	-3.69	AK
Minnesota	18,952	1,545.2	18,593	1,847.7	-359	-1.9%	219.8	-1.63	MN
South Dakota	2,657	183.0	2,628	222.2	-29	-1.1%	33.0	-0.88	SD
New Mexico	9,754	578.6	9,737	695.2	-17	-0.2%	75.2	-0.23	NM
Arkansas	10,070	484.4	10,121	648.2	51	0.5%	87.1	0.59	AR
Ohio	50,663	2,691.6	51,123	2,542.4	460	0.9%	326.4	1.41	OH
District of Columbia	4,145	286.0	4,188	317.6	43	1.0%	55.5	0.77	DC
Wisconsin	22,979	1,468.6	23,218	1,951.7	239	1.0%	280.5	0.85	WI
Vermont	3,123	219.2	3,174	207.4	51	1.6%	35.1	1.47	VT
Kansas	15,766	957.8	16,068	1,179.4	302	1.9%	132.7	2.28	KS
New Hampshire	4,596	427.6	4,702	422.7	106	2.3%	51.5	2.07	NH
Indiana	48,129	1,592.0	49,898	1,783.7	1,769	3.5%	133.7	13.23	IN
Pennsylvania	62,230	2,604.7	64,950	2,783.3	2,720	4.2%	354.9	7.66	PA
Arizona	15,068	1,020.0	15,817	1,089.4	749	4.7%	111.1	6.74	AZ
Oklahoma	17,941	1,115.2	18,916	1,453.5	975	5.2%	136.7	7.13	OK
Oregon	12,356	762.8	13,034	872.3	678	5.2%	99.8	6.79	OR
Michigan	53,241	3,207.3	56,492	3,675.2	3,251	5.8%	306.0	10.63	MI
Illinois	61,604	3,567.3	65,471	4,834.9	3,867	5.9%	518.5	7.46	IL
Massachusetts	35,840	2,545.3	38,431	2,928.3	2,591	6.7%	346.1	7.49	MA
North Carolina	25,479	1,018.3	27,438	1,692.5	1,959	7.1%	215.1	9.11	NC
South Carolina	21,208	998.1	22,927	1,366.6	1,719	7.5%	183.7	9.36	SC
West Virginia	11,885	849.3	12,854	986.8	969	7.5%	104.0	9.32	WV
Missouri	25,617	1,114.7	27,709	1,537.6	2,092	7.5%	190.5	10.98	MO
Iowa	11,507	1,101.7	12,484	1,166.3	977	7.8%	159.8	6.11	IA
Texas	72,891	3,023.7	79,325	4,300.8	6,434	8.1%	483.6	13.30	TX
Maine	4,990	307.1	5,433	424.4	443	8.1%	53.2	8.32	ME
Nevada	4,844	313.6	5,296	404.4	452	8.5%	43.0	10.51	NV
Delaware	2,696	190.6	2,995	291.7	299	10.0%	30.9	9.69	DE
New York	134,476	5,528.3	149,733	7,173.9	15,257	10.2%	695.6	21.93	NY
Utah	4,902	440.2	5,477	532.8	575	10.5%	60.0	9.58	UT
Wyoming	2,387	209.1	2,686	254.7	299	11.1%	22.9	13.06	WY
Louisiana	19,721	1,126.5	22,323	1,436.7	2,602	11.7%	143.6	18.12	LA
California	85,614	5,467.6	97,587	6,253.4	11,973	12.3%	779.7	15.36	CA
Washington	15,448	1,059.6	17,635	1,440.1	2,187	12.4%	186.2	11.75	WA
Colorado	18,237	964.0	20,858	1,191.7	2,621	12.6%	132.5	19.78	CO
Florida	38,493	2,368.1	44,498	3,003.2	6,005	13.5%	278.2	21.59	FL
Virginia	21,144	1,264.9	24,519	1,863.4	3,375	13.8%	254.7	13.25	VA
New Jersey	37,523	2,762.9	43,972	3,097.7	6,449	14.7%	460.6	14.00	NJ
Alabama	24,490	1,214.6	28,787	1,486.6	4,297	14.9%	142.4	30.17	AL
Hawaii	4,209	233.4	4,976	370.1	767	15.4%	64.3	11.92	HI
Tennessee	21,941	1,150.9	26,055	1,845.7	4,114	15.8%	179.1	22.97	TN
Mississippi	12,421	595.8	15,697	917.0	3,276	20.9%	104.1	31.47	MS
Connecticut	29,289	1,293.1	37,296	1,792.8	8,007	21.5%	152.0	52.68	CT
Georgia	32,883	1,485.5	42,171	2,203.1	9,288	22.0%	275.6	33.70	GA
Kentucky	29,425	1,553.3	39,153	2,325.9	9,728	24.8%	185.0	52.59	KY
U.S. TOTAL	1,218,086	12,871.3	1,337,764	16,783.4	119,678	8.9%	1,755.0	68.19	US

* Sorted by difference between school and teacher estimates

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, Teacher Questionnaire)

Table 22-Difference between school and teacher survey estimates of teachers with highest degree earned by region: 1990-1991 (School Survey: Q27 vs Teacher Survey: Q17d)

	SCHOOL		TEACHER		DIFFERENCE			
REGION	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Northeast	320,240	7772.35	311,108	7704.61	-9,132	-2.9%	632.03	-14.45
Midwest	321,239	5404.26	308,020	6345.33	-13,219	-4.1%	766.58	-17.24
South	393,777	5220.40	401,572	7862.1	7,795	2.0%	846.72	9.21
West	182,840	5892.11	173,695	5502.08	-9,145	-5.0%	785.92	-11.64

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, Teacher Questionnaire)

Table 23-Difference between district and teacher survey of teacher certification estimates by state: 1990-1991 (District: Survey: Q4 vs Teacher Survey: Q25b)

STATE	DISTRICT		TEACHER		DIFFERENCE				
	NUMBER	STANDARD ERROR	NUM8ER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC	
Florida	105,102	1,331.7	96,128	4,382.7	-8,974	-8.5%	626.6	-14.32	FL
Arizona	32,023	1,814.3	29,677	1,578.2	-2,346	-7.3%	249.8	-9.39	AZ
Kentucky	38,522	1,110.0	36,323	1,856.0	-2,199	-5.7%	316.1	-6.96	KY
New York	164,731	7,226.3	157,240	5,585.2	-7,491	-4.5%	1,188.0	-6.31	NY
Nevada	10,339	0.0	9,873	422.6	-466	-4.5%	61.3	-7.60	NV
Ohio	100,269	5,419.0	97,660	4,021.0	-2,609	-2.6%	929.3	-2.81	OH
California	197,363	31,263.0	192,619	8,040.8	-4,744	-2.4%	4,314.5	-1.10	CA
Virginia	63,261	3,417.0	61,796	2,503.8	-1,465	-2.3%	598.4	-2.45	VA
Delaware	5,951	0.0	5,876	386.1	-75	-1.3%	55.9	-1.34	DE
Connecticut	32,851	2,363.0	32,695	1,254.9	-156	-0.5%	348.5	-0.45	CT
Georgia	65,907	2,154.8	65,725	2,717.3	-182	-0.3%	534.3	-0.34	GA
Utah	18,554	174.2	18,818	942.3	264	1.4%	137.5	1.92	UT
Louisiana	41,113	1,027.1	41,830	1,680.2	717	1.7%	263.5	2.72	LA
Pennsylvania	107,627	4,519.7	109,578	3,236.3	1,951	1.8%	708.6	2.75	PA
Montana	10,895	470.9	11,120	774.7	225	2.1%	103.7	2.17	MT
Vermont	7,265	550.6	7,437	317.1	172	2.4%	84.1	2.05	VT
Alaska	6,419	135.4	6,597	396.8	178	2.8%	64.0	2.78	AK
Maine	15,422	998.1	15,919	786.9	497	3.2%	183.8	2.70	ME
Nebraska	19,167	1,476.2	19,800	1,235.6	633	3.3%	192.1	3.30	NE
District of Columbia	5,675	0.0	5,876	300.8	201	3.5%	43.9	4.58	DC
Missouri	52,479	3,749.6	54,440	1,782.2	1,961	3.7%	512.5	3.83	MO
New Hampshire	10,741	698.8	11,144	684.9	403	3.8%	123.1	3.27	NH
North Carolina	64,586	1,757.7	67,021	2,189.4	2,435	3.8%	383.8	6.35	NC
Mississippi	27,063	573.9	28,170	981.7	1,107	4.1%	172.5	6.42	MS
Tennessee	43,040	1,124.1	45,026	1,973.3	1,986	4.6%	352.7	5.63	TN
Maryland	37,493	433.8	39,378	2,024.8	1,885	5.0%	309.8	6.08	MD
Arkansas	26,128	935.0	27,475	809.0	1,347	5.2%	164.3	8.20	AR
Alabama	38,411	1,747.0	40,621	1,450.6	2,210	5.8%	339.0	6.52	AL
Indiana	53,535	1,962.0	57,245	1,880.0	3,710	6.9%	414.8	8.94	IN
Massachusetts	57,740	4,533.0	61,894	3,662.4	4,154	7.2%	787.0	5.28	MA
Illinois	111,400	7,630.2	119,619	6,000.1	8,219	7.4%	992.2	8.28	IL
Colorado	31,844	921.5	34,249	1,361.2	2,405	7.6%	220.0	10.93	CO
Oregon	25,227	2,077.3	27,162	1,016.4	1,935	7.7%	315.7	6.13	OR
Michigan	70,691	8,080.8	76,264	3,646.6	5,573	7.9%	918.0	6.07	MI
Oklahoma	35,490	2,129.7	38,716	1,835.9	3,226	9.1%	285.5	11.30	OK
North Dakota	8,046	382.3	8,798	501.8	752	9.3%	91.7	8.20	ND
Idaho	10,628	329.3	11,665	548.8	1,037	9.8%	81.7	12.69	ID
Iowa	32,218	991.2	35,677	1,823.3	3,459	10.7%	269.9	12.82	IA
Washington	41,143	1,863.8	45,672	1,825.0	4,529	11.0%	358.1	12.65	WA
Texas	184,779	8,421.3	205,147	5,768.5	20,368	11.0%	1,389.5	14.66	TX
Rhode Island	9,417	278.2	10,487	455.3	1,070	11.4%	79.0	13.54	RI
West Virginia	19,914	0.0	22,342	1,139.1	2,428	12.2%	165.8	14.65	WV
Hawaii	8,443	0.0	9,512	294.3	1,069	12.7%	42.9	24.92	HI
South Carolina	34,382	1,007.1	38,893	1,429.2	4,511	13.1%	255.4	17.66	SC
Minnesota	41,264	2,033.3	47,137	2,111.9	5,873	14.2%	392.7	14.96	MN
New Mexico	15,067	388.4	17,452	7,897.7	2,385	15.8%	129.9	18.36	NM
Kansas	28,694	631.8	33,549	1,321.3	4,855	16.9%	218.6	22.21	KS
Wyoming	6,559	167.9	7,671	526.2	1,112	16.9%	83.2	13.36	WY
Wisconsin	48,648	2,571.4	58,891	2,780.8	10,243	21.1%	483.6	21.18	WI
New Jersey	74,916	5,343.5	91,114	4,022.2	16,198	21.6%	875.4	18.50	NJ
South Dakota	8,983	722.4	11,225	605.5	2,242	25.0%	139.0	16.13	SD
U.S. TOTAL	2,307,424	43,313.9	2,406,243	19,801.9	98,819	4.3%	5,387.9	18.34	US

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (District, Teacher Questionnaire)

Table 24-Difference between district and teacher survey of teacher certification by region: 1990-1991
(District Survey: Q4, FTEs vs Teacher Survey: Q25b, head counts)

REGION	DISTRICT		TEACHER		DIFFERENCE			
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Northeast	480,710	13,145.5	497,509	9,404.7	16,799	3.5%	1,910.5	8.79
Midwest	575,394	12,561.3	620,304	7,976.9	44,910	7.8%	1,963.3	22.87
South	836,817	11,225.7	866,344	9,472.6	29,527	3.5%	1,671.0	17.67
West	414,504	31,760.7	422,088	8,618.2	7,584	1.8%	4,453.1	1.70
U.S. Total	2,307,424	43,313.9	2,406,243	19,801.9	98,819	4.3%	5,387.9	18.34

SOURCE: NCES, Schools and Staffing Survey: 1990-1991 (School, District, and Teacher Follow-up Questionnaire)

Chapter VI

Teacher Attrition

This chapter provides teacher attrition from the school file and from the Teacher Followup Survey (TFS-2: former teacher).

The number of teachers who left the school is collected from the school survey and a comparable number is derived from the total number of respondents to TFS-2 (leavers). The school questionnaire asks for the number of teachers who have LEFT and who are no longer teaching in an elementary or secondary school (see question wording below).

	School Survey Questionnaire:	Teacher Followup Survey (TFS-2) Questionnaire
Question Wording- 1990-1991 SASS	Question 30a/b: How many K-12 teachers LEFT this school between October 1 of last school year and October 1 of this year.? Of those K-12 teachers who LEFT this school how many are no longer teaching in an elementary or secondary school?	Number of respondents
1987-1988 SASS	Question 28a/b: SEPARATIONS - How many of the teachers who held a full-time position at this school on October 1, 1986, were no longer teachers in this school on October 1, 1987	Number of respondents

Tables 25 and 26 on the following page shows school and TFS-2 estimates of teachers who have left the school for SASS 1988-89 and 1991-92. (Computer programs may be found in the Appendix.) Nationwide, estimates from the 1991-92 teacher followup survey are more than double school survey estimates. TFS-2 survey results also exceed school survey results in every region of the country. The greatest difference was found in the South (139 percent), while the smallest difference was found in the Northeast (66 percent). Results on the SASS 1988-89 teacher attrition, however, found school estimates lower than Teacher Followup Survey estimates in all regions, especially in the West.

Difference between teacher attritions on SASS 1990-91 and TFS 1991-92, as well as the SSS 1987-88 and TFS 1988-89 may be attributed to the sample design and the year the data are collected. First, TFS does not include a sample of teachers who did not respond in the Teacher Survey and base-year information would not be available for these teachers (2.5

percent). Second, respondents on these two items differ; principals or other knowledgeable school staff members completed the school survey, while teachers completed the Teacher Followup Survey. Third, the sample frame for TFS is based on responses from the school to determine the present occupational status of teachers who responded to the teacher sample in the 1990-1991 SASS. The school principal or head was asked to complete a form indicating whether the teacher was still at the school in a teaching or nonteaching capacity, or had left the school to teacher elsewhere or for a non-teaching occupation. As a result, the current status of some teachers may have been different from the status reported for them on the Teacher Status Forms that were sent to the schools at the start of the 1990-1991 school year (Bobbitt, Leich, Whitener, and Lynch, 1994). Finally, data from TFS was collected during the school year 1991-92, one year after conducting SASS. Estimates from teachers responding to TFS will be slightly higher than information provided by the schools.

Table 25-Difference between school and teacher followup survey attrition estimates by region: 1990-91
(School Survey: Q30b vs Teacher Followup Survey: Q1)

REGION	SCHOOL		TFS		DIFFERENCE			
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Northeast	2.47	0.13	4.10	0.64	1.63	66.0%	0.09	18.11
Midwest	2.50	0.08	4.30	0.55	1.80	72.0%	0.08	22.50
South	2.47	0.09	5.90	0.58	3.43	138.9%	0.09	38.11
West	2.61	0.13	5.70	0.92	3.09	118.4%	0.14	22.07
Total	2.47	0.06	5.10	0.36	2.63	106.5%	0.05	52.60

Table 26-Difference between school and teacher followup survey attrition estimates by region: 1987-88
(School Survey: Q30b to Q30k vs Teacher Followup Survey: Q1)

REGION	SCHOOL		TFS		DIFFERENCE			
	NUMBER	STANDARD ERROR	NUMBER	STANDARD ERROR	NUMBER	PERCENT	STANDARD ERROR	TEST STATISTIC
Northeast	3.40	0.36	4.40	0.73	1.00	29.4%	0.12	8.33
Midwest	2.93	0.17	5.87	0.71	2.94	100.3%	0.11	26.73
South	3.57	0.14	5.95	0.54	2.38	66.7%	0.08	29.75
West	4.26	0.31	5.68	0.72	1.42	33.3%	0.11	12.91
Total	3.50	0.12	5.57	0.30	2.07	59.1%	0.05	41.40

SOURCE: NCES, Schools and Staffing Survey: 1987-88 and 1990-91 (School, Teacher Followup Questionnaire)

Chapter VII

Conclusions

This report identifies and examines similar survey items across the 1990-91 Schools and Staffing Survey and 1991-92 the Teacher Followup Survey. In general, estimates at the national level differ only by small percentages, though they often show statistical significance. State estimates for each survey show larger percentage differences across similar items and are usually statistically significant. A summary of results follow:

- Enrollment estimates differ only slightly between the district and school survey on the national level. Ungraded and postsecondary enrollment show very large percentage differences; prekindergarten show moderate differences, and kindergarten, grades 1-6, and 7-12 show small differences.

- Teacher total estimates show a nine percent difference between district and school surveys. Examining these differences by region shows larger percentage differences in the central plains states and Midwest.

- Teacher estimates by race/ethnicity at the national level between the district and school surveys indicate that only American Indian/Alaskans show large percentage differences. District estimates exceed school estimates by 25 percent. The other three race/ethnicities show very small differences.

- Teacher degree and certification estimates show that estimates from the Teacher Survey exceed school estimates from the School Survey by nine percent and four percent, respectively.

- Attrition estimates on the School Survey and TFS-2 differed significantly, with TFS-2 estimates double the estimate found on the School Survey.

There are several reasons why state and district enrollment estimates may differ. First, district reporting procedures may differ from school procedures. For example, principals/ administrators may not consider some students (especially ungraded and postsecondary students) "enrolled" in their school, while LEAs may use a broader definition of enrollment which counts all "attending" students.

Second, each component of SASS was completed by different respondents. The Teacher Demand and Shortage Survey was completed by public school district personnel. Principals or headmasters/headmistresses completed The School Administrator Survey. The School Survey was completed by principals (or other school personnel). Questions on The Teacher Survey were answered by currently employed school teachers.

Third, differences found on The Teacher Followup Survey and other survey components may be due to the methodology employed. TFS was sent a year later to a sample of participants in the SASS Teacher Survey. As a result, the quality of school records may differ, including how recently the data was updated, quality control of data, consistency of reporting from one source to another, and voluntary completion of the survey.

In summmary, there are a variety of reasons why estimates across surveys vary; several of them are mentioned above. A recent report submitted to NCES provides a comprehensive examination of data quality issues for each of the SASS components, such as data collection procedures and associated errors, data processing and estimation, and evaluation of estimates (Jabine, 1994). Still, another approach to improve the quality of data suggests focusing on design principles (Jenkins and Dillman, 1994). Many of these issues are currently being explored for SASS 1993-94, and if implemented, may improve comparisons in future years.

This report provides comparisons and statistical tests of differences of similar items found on SASS, specifically focusing on state and regional differences. Additional research may explore differences by school level, size of district or size of school. Results of this research may provide further information on data quality and reasons for different estimates across SASS surveys.

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Appendix

This appendix provides the SAS computer programs used to analyze SASS using a mainframe computer system. Each of the programs correspond to chapters contained in this report, indicated by the chapter number following the topic.

Student Enrollment: (Chapter II)

```
*************************************************************
*       Read in variables from the public school file, including    *
*       replicate weights, school final weight and two created      *
*       variables: grade1_6 and grade712                            *
*************************************************************
DATA TEMP;
KEEP NUMBRUG NUMBRPK NUMBRKG NUMBR1 NUMBR2 NUMBR3 NUMBR4
NUMBR5 NUMBR6 NUMBR7 NUMBR8 NUMBR9 NUMBR10 NUMBR11 NUMBR12
NUMBRPS ENRK12UG REPWGT1--REPWGT48 GRADE1_6 GRADE712 STATE
SURVEY SCHWGT;
SET IN1.SCHOOL;
IF SURVEY=3;

*************************************************************
*       Create two variables: grade1_6 and grade712,                *
*       representing grades 1 to 6 and grades 7 to 12               *
*************************************************************
GRADE1_6=SUM(NUMBR1,NUMBR2,NUMBR3,NUMBR4,NUMBR5,NUMBR6);
GRADE712=SUM(NUMBR7,NUMBR8,NUMBR9,NUMBR10,NUMBR11,NUMBR12);

*************************************************************
*       Create a variable to compare total enrollment               *
*       differences in the school survey                            *
*************************************************************
DIFFQ117=ENRK12UG-THISYEAR;

*************************************************************
*       Execute the Wesvar procedure to examine                     *
*       variance estimates.  This procedure calculates              *
*       the difference for each of the 48 replicate weights.        *
*************************************************************
PROC WESVAR DATA=TEMP OUTEST=STV2;
BY STATE;
VAR NUMBRUG NUMBRPK NUMBRKG GRADE1_6 GRADE712 NUMBRPS
ENRK12UG;
WEIGHT SCHWGT REPWGT1-REPWGT48; RUN;
TITLE 'SASS3A-SCHOOL ENROLLMENT: GRADE ESTIMATE';
```

```
*********************************************************
*       Read in variables from the TDS file, including  *
*       replicate weights and district weight           *
*********************************************************
DATA TEMP2;
KEEP SURVEY NOWUG NOWPK NOWKG NOW1_6 NOW7_12 NOWPS NOWTOT
 STATE REPWGT1--REPWGT48 LEAWGT;
SET IN1.SCHOOL;
IF SURVEY=1;

*********************************************************
*       Execute the Wesvar procedure to examine         *
*       variance estimates.  This procedure calculates  *
*       the difference for each of the 48 replicate weights.  *
*********************************************************
PROC WESVAR DATA=TEMP2 OUTEST=STV3;
BY STATE;
VAR NOWUG NOWPK NOWKG NOW1_6 NOW7_12 NOWPS NOWTOT;
WEIGHT LEAWGT REPWGT1-REPWGT48;
TITLE 'SASS1A-SCHOOL ENROLLMENT : GRADE EST';

*********************************************************
*       This procedure creates two new data sets, containing  *
*       48 replicate estimates for each state.  REP_0 is a    *
*       numeric variable containing the replicate number; 0   *
*       is used for the full sample weights                   *
*********************************************************
DATA MYFILE1; SET STV2;
IF REP_ NE 0; RUN;
DATA MYFILE2; SET STV3;
IF REP_ NE 0; RUN;

*********************************************************
*       Merge the two files by state                    *
*********************************************************
DATA COMBINE;
MERGE MYFILE1 MYFILE2;
BY STATE REP_;
*BY REP_;
```

```
**********************************************************
*       Create new variables to examine the difference   *
*       between comparable variables                     *
**********************************************************
DATA DIF; SET COMBINE; *BY REP_;
BY STATE REP_;
DIFFUG=NUMBRUG-NOWUG;
DIFFPK=NUMBRPK-NOWPK;
DIFFKG=NUMBRKG-NOWKG;
DIFF16=GRADE1_6-NOW1_6;
DIFF712=GRADE712-NOW7_12;
DIFFPS=NUMBRPS-NOWPS;
DIFFTOT=ENRK12UG-NOWTOT;
RUN;

**********************************************************
*       Provide summary statistics for the difference    *
**********************************************************
PROC MEANS DATA=DIF N MEAN STD VAR STDERR; BY STATE;
 VAR DIFFUG DIFFPK DIFFKG DIFF16 DIFF712 DIFFPS DIFFTOT DIFFQ117; RUN;
TITLE 'DIFFERENCE OF ENROLLMENT: SCHOOL AND TDS SURVEY';
```

Teacher Totals and Race/Ethnicity: (Chapters III and IV)

```
*********************************************************
*       Read in variables from the public school file, including    *
*       replicate weights and the school final weight               *
*       variables                                                   *
*********************************************************
DATA TEMP;
KEEP AMINDTCH ASIANTCH HISPNTCH BLACKTCH WHITETCH TOTTEACH
REPWGT1--REPWGT48 STATE SURVEY SCHWGT;
SET IN1.SCHOOL;
IF SURVEY=3;

*********************************************************
*       Execute the Wesvar procedure to examine                     *
*       variance estimates.  This procedure calculates              *
*       the difference for each of the 48 replicate weights.        *
*********************************************************
PROC WESVAR DATA=TEMP OUTEST=STV2;
BY STATE;
VAR AMINDTCH ASIANTCH HISPNTCH BLACKTCH WHITETCH TOTTEACH;
WEIGHT SCHWGT REPWGT1-REPWGT48; RUN;
TITLE 'SASS3A-SCHOOL ENROLLMENT: TEACHER ESTIMATES';

*********************************************************
*       Read in variables from the TDS file, including              *
*       replicate weights and district weight                       *
*********************************************************
DATA TEMP2;
KEEP TCHAMIND TCHASIAN TCHISPNC TCHBLACK TCHWHITE TTOTK_12
 STATE REPWGT1--REPWGT48 LEAWGT;
SET IN1.SCHOOL;
IF SURVEY=1;

*********************************************************
*       Execute the Wesvar procedure to examine                     *
*       variance estimates.  This procedure calculates              *
*       the difference for each of the 48 replicate weights.        *
*********************************************************
PROC WESVAR DATA=TEMP2 OUTEST=STV3;
BY STATE;
VAR TCHAMIND TCHASIAN TCHISPNC TCHBLACK TCHWHITE TTOTK_12
WEIGHT LEAWGT REPWGT1-REPWGT48;
TITLE 'SASS1A-SCHOOL ENROLLMENT : GRADE EST';
```

```
*************************************************************
*       This procedure creates two new data sets, containing       *
*       48 replicate estimates for each state.  REP_0 is a         *
*       numeric variable containing the replicate number; 0        *
*       is used for the full sample weights                        *
*************************************************************
DATA MYFILE1; SET STV2;
IF REP_ NE 0; RUN;
DATA MYFILE2; SET STV3;
IF REP_ NE 0; RUN;

*************************************************************
*       Merge the two files by state                               *
*************************************************************
DATA COMBINE;
MERGE MYFILE1 MYFILE2;
BY STATE REP_;
*BY REP_;

*************************************************************
*       Create new variables to examine the difference             *
*       between comparable variables                               *
*************************************************************
DATA DIF; SET COMBINE; *BY REP_;
BY STATE REP_;
DIFFAMD=AMINDTCH-TCHAMIND;
DIFFASN=ASIANTCH-TCHASIAN;
DIFFHISP=HISPNTCH-TCHISPNC;
DIFFBLCK=BLACK-TCHBLACK;
DIFFWHTE=WHITETCH-TCHWHITE;
DIFFTCH=TOTTEACH-TTOTK_12;
RUN;

*************************************************************
*       Provide summary statistics for the difference              *
*************************************************************
PROC MEANS DATA=DIF N MEAN STD VAR STDERR; BY STATE;
 VAR DIFFAMD DIFFASN DIFFHISP DIFFBLCK DIFFWHTE DIFFTCH; RUN;
TITLE 'DIFFERENCE OF TEACHERS: SCHOOL AND TDS SURVEY';
```

Teacher degree (Chapter V)

```
*********************************************************
*       Read in variables from the TDS file, including  *
*       replicate weights and school final weight       *
*********************************************************
DATA TEMP;
KEEP AFTERBAC REPWGT1--REPWGT48 STATE SURVEY SCHWGT;
SET IN1.SCHOOL;
IF SURVEY=3;

*********************************************************
*       Execute the Wesvar procedure to examine         *
*       variance estimates.  This procedure calculates  *
*       the difference for each of the 48 replicate weights.  *
*********************************************************
PROC WESVAR DATA=TEMP OUTEST=STV2;
BY STATE;
VAR AFTERBAC;
WEIGHT SCHWGT REPWGT1-REPWGT48; RUN;
TITLE 'SASS1-TEACHER B.A.+';

*********************************************************
*       Read in variables from the teacher file, including  *
*       replicate weights and teacher weight            *
*********************************************************
DATA TEMP2;
KEEP TSC045 STATE REPWGT1--REPWGT48 TCHWGT NTSC045;
SET IN2.TEACHER;
IF SURVEY=4;
IF TSC045 EQ 1 THEN NTSC045=1  ESLE NTSC045=0;

*********************************************************
*       Execute the Wesvar procedure to examine         *
*       variance estimates.  This procedure calculates  *
*       the difference for each of the 48 replicate weights.  *
*********************************************************
PROC WESVAR DATA=TEMP2 OUTEST=STV3;
BY STATE;
VAR NTSC045;
WEIGHT TCHWGT REPWGT1-REPWGT48;
TITLE 'SASS4A-TEACHER B.A.+';
```

```
*************************************************************
*       This procedure creates two new data sets, containing      *
*       48 replicate estimates for each state.  REP_0 is a        *
*       numeric variable containing the replicate number; 0       *
*       is used for the full sample weights                       *
*************************************************************
DATA MYFILE1; SET STV2;
IF REP_ NE 0; RUN;
DATA MYFILE2; SET STV3;
IF REP_ NE 0; RUN;

*************************************************************
*       Merge the two files by state                              *
*************************************************************
DATA COMBINE;
MERGE MYFILE1 MYFILE2;
BY STATE REP_;
*BY REP_;

*************************************************************
*       Create new variable to examine the difference             *
*       between comparable variables                              *
*************************************************************
DATA DIF; SET COMBINE; *BY REP_;
BY STATE REP_;
DIFFST=AFTERBAC=NTSC045;
RUN;

*************************************************************
*       Provide summary statistics for the difference             *
*************************************************************
PROC MEANS DATA=DIF N MEAN STD VAR STDERR;
BY STATE;
VAR DIFFST;
TITLE 'DIFFERENCE OF B.A.+: SCHOOL AND TEACHER SURVEY';
```

Teacher Certification: (Chapter V)

```
*********************************************************
*       Read in variables from the TDS file, including  *
*       replicate weights and district weight           *
*********************************************************
DATA TEMP;
KEEP CERTIFY REPWGT1--REPWGT48 STATE SURVEY SCHWGT;
SET IN1.SCHOOL;
IF SURVEY=1;

*********************************************************
*       Execute the Wesvar procedure to examine         *
*       variance estimates.  This procedure calculates  *
*       the difference for each of the 48 replicate weights.  *
*********************************************************
PROC WESVAR DATA=TEMP OUTEST=STV2;
BY STATE;
VAR CERTIFY;
WEIGHT LEAWGT REPWGT1-REPWGT48; RUN;
TITLE 'SASS1-TEACHER CERTIFICATION BY STATE';

*********************************************************
*       Read in variables from the Teacher file, including  *
*       replicate weights and teacher weight.  Sum the values  *
*       for the categories: APC-advanced professional certificate,  *
*       RSSC-regular or standard state certification, and PC-  *
*       probationary certification                      *
*********************************************************
DATA TEMP2;
KEEP TSC102 STATE REPWGT1--REPWGT48 LEAWGT NTSC102;
SET IN2.TEACHER;
IF SURVEY=4;
IF TSC102 EQ 1 THEN APC=1; ELSE APC=0;
IF TSC102 EQ 2 THEN RSSC=1; ELSE RSSC=0;
IF TSC102 EQ 3 THEN PC=1; ELSE PC=0;
TOTCERT=SUM(APC,RSSC,PC);

*********************************************************
*       Execute the Wesvar procedure to examine         *
*       variance estimates.  This procedure calculates  *
*       the difference for each of the 48 replicate weights.  *
*********************************************************
PROC WESVAR DATA=TEMP2 OUTEST=STV2;
BY STATE;
```

```
VAR TOTCERT;
WEIGHT LEAWGT REPWGT1-REPWGT48;
TITLE 'SASS4A-TEACHER CERTIFICATION BY STATE';

*********************************************************
*       This procedure creates two new data sets, containing      *
*       48 replicate estimates for each state.  REP_0 is a        *
*       numeric variable containing the replicate number; 0       *
*       is used for the full sample weights                       *
*********************************************************
DATA MYFILE1; SET STV2;
IF REP_ NE 0; RUN;
DATA MYFILE2; SET STV3;
IF REP_ NE 0; RUN;

*********************************************************
*       Merge the two files by state                              *
*********************************************************
DATA COMBINE;
MERGE MYFILE1 MYFILE2;
BY STATE REP_;
*BY REP_;

*********************************************************
*       Create new variable to examine the difference             *
*       between comparable variables                              *
*********************************************************
DATA DIF; SET COMBINE; *BY REP_;
BY STATE REP_;
DIFFCERT=CERTIFY-TOTCERT;
RUN;

*********************************************************
*       Provide summary statistics for the difference             *
*********************************************************
PROC MEANS DATA=DIF N MEAN STD VAR STDERR;
BY STATE;
VAR DIFFCERT;
TITLE 'DIFFERENCE OF TEACHERS: TDS AND TEACHER SURVEY';
```

Teacher Attrition: (Chapter VI)

```
*********************************************************
*       Read in variables from the public school file, including    *
*       replicate weights and school final weight                   *
*********************************************************
DATA TEMP;
KEEP LFTTEACH REPWGT1--REPWGT48 SURVEY SCHWGT REGION ATTR_SCH
TOTTEACH;
SET IN1.SCHOOL;
IF SURVEY=3;

*********************************************************
*       Execute the Wesvar procedure to examine                     *
*       variance estimates.  This procedure calculates              *
*       the difference for each of the 48 replicate weights.        *
*********************************************************
PROC SORT; BY REGION;
PROC WESVAR DATA=TEMP OUTEST=STV2;
COMPUTE ATTR_SCH-LFTTEACH/TOTTEACH;
BY REGION;
WEIGHT SCHWGT REPWGT1-REPWGT48; RUN;
TITLE 'SASS3-TEACHER ATTRITION BY REGION' ;

*********************************************************
*       Read in variables from the TFS file, including              *
*       replicate weights and teacher weight                        *
*********************************************************
DATA TEMP2;
KEEP REPWGT1--REPWGT48 FINWGT REGION N SURVEY TSTATUS LEAVERS N;
SET IN2.TEACHER;
IF SURVEY=4;
IF TSTATUS=3 THEN LEAVERS=1;  ELSE LEAVERS=0;
N=1;
*********************************************************
*       Execute the Wesvar procedure to examine                     *
*       variance estimates.  This procedure calculates              *
*       the difference for each of the 48 replicate weights.        *
*********************************************************
PROC SORT; BY REGION;
PROC WESVAR DATA=TEMP2 OUTEST=STV2;
COMPUTE ATTR_TFS=LEAVERS/N;
BY REGION;
WEIGHT FINWGT REPWGT1-REPWGT48;
TITLE 'SASS4A-TFS2: TEACHER ATTRITION BY REGION';
```

```
*************************************************************
*       Merge the two files by region                       *
*************************************************************
DATA COMBINE;
MERGE MYFILE1 MYFILE2;
BY REGION REP_;
*BY REP_;

*************************************************************
*       Create new variable to examine the difference       *
*       between comparable variables                        *
*************************************************************
DATA DIF; SET COMBINE; *BY REP_;
BY REGION REP_;
DIFFATTR=ATTR_SCH-ATTR_TFS;
RUN;

*************************************************************
*       Provide summary statistics for the difference       *
*************************************************************
PROC MEANS DATA=DIF N MEAN STD VAR STDERR;
BY REGION;
VAR DIFFATTR;
TITLE 'DIFFERENCE OF TEACHER ATTRITION: SCHOOL AND TFS';
```

Teacher Attrition: (Chapter VI)

1988-1989

```
*********************************************************
*       Read in variables from the public school file, including     *
*       replicate weights and school final weight                    *
*********************************************************
DATA TEMP;
KEEP RW1--RW48 SURVEY SCHWGT REGION ATTR_SCH SSC150 SSC190-SSC199
TOTSEP;
SET IN1.SCHOOL;
IF SURVEY=3;

*********************************************************
*       Execute the Wesvar procedure to examine                      *
*       variance estimates.  This procedure calculates               *
*       the difference for each of the 48 replicate weights.         *
*********************************************************
TOTSEP=SSC190+SSC191+SSC192+SSC193+SSC194+SSC195+SSC196+SSC197+
        SSC198+SSC199;
PROC SORT; BY REGION;
PROC WESVAR DATA=TEMP OUTEST=STV2;
COMPUTE ATTR_SCH=TOTSEP/SSC150;
BY REGION;
WEIGHT SCHWGT RW1-RW48; RUN;
TITLE '1988-89 SASS3-TEACHER ATTRITION BY REGION' ;

*********************************************************
*       Read in variables from the TFS file, including               *
*       replicate weights and teacher weight                         *
*********************************************************
DATA TEMP2;
KEEP RW1--RW8 FINALWGT REGION CNSREG SECTOR STATUS LEAVERS N;
SET IN2.TEACHER;
REGION=CNSREG;
IF SECTOR=1;
IF STATUS=3 THEN LEAVERS=1;  ELSE LEAVERS=0;
N=1;
*********************************************************
*       Execute the Wesvar procedure to examine                      *
*       variance estimates.  This procedure calculates               *
*       the difference for each of the 48 replicate weights.         *
*********************************************************
```

```
PROC SORT; BY REGION;
PROC WESVAR DATA=TEMP2 OUTEST=STV2;
COMPUTE ATTR_TFS=LEAVERS/N;
BY REGION;
WEIGHT FINALWGT RW1-RW48;
TITLE '1988-89 SASS4A-TFS2: TEACHER ATTRITION BY REGION';

*********************************************************
*       Merge the two files by region                   *
*********************************************************
DATA COMBINE;
MERGE MYFILE1 MYFILE2;
BY REGION REP_;
*BY REP_;

*********************************************************
*       Create new variable to examine the difference   *
*       between comparable variables                    *
*********************************************************
DATA DIF; SET COMBINE; *BY REP_;
BY REGION REP_;
DIFFATTR=ATTR_SCH-ATTR_TFS;
RUN;

*********************************************************
*       Provide summary statistics for the difference   *
*********************************************************
PROC MEANS DATA=DIF N MEAN STD VAR STDERR;
BY REGION;
VAR DIFFATTR;
TITLE '1988-89: DIFFERENCE OF TEACHER ATTRITION: SCHOOL AND TFS';
```

```
libname b 'A:\';run;

 /*-------------------------------------------------------------*
  | Summary:                                                    |
  |    Creating a map using the data set                        |
  |    B.STEVE620.  Mapping on student enrollment.              |
  | Generated: May 10, 1994                                     |
  *-------------------------------------------------------------*/

 /*-------------------------------------------------------------------------------*
  | The GOPTIONS statement allows you to have more control over the               |
  | final appearance of your output such as fonts, colors, text                   |
  | height and so on.  The output device and destination is also                  |
  | specified in the goptions statement.                                          |
  *-------------------------------------------------------------------------------*/

goptions reset=(axis, legend, pattern, symbol, title, footnote) norotate
        hpos=0 vpos=0 htext= ftext= ctext= target= gaccess= gsfmode= ;
goptions device=HPgl3si ctext=BLACK rotate=landscape
        graphrc interpol=join;

proc format;
       value ENR_DIFFF
       1='< -5%'
       2='-.1 to -4.9%'
       3='0 to 4.9%'
       4='> 5%';    run;

 /*-------------------------------------------------------------------------------*
  | TITLE statements allow you to specify lines of text to be drawn               |
  | at the top of your graphics display.  With certain TITLE state-               |
  | ment options, you can control the color, type font, type size,                |
  | and position of lines of text in a title as well.                             |
  *-------------------------------------------------------------------------------*/
title1 color=BLACK j=l
  "Figure 1: Difference between District & School K-12 Enrollment Estimates by State";
title2 color=BLACK j=l
  "District Survey vs School Survey";     run;
 /*-------------------------------------------------------------------------------*
  | FOOTNOTE statements allow you to specify lines of text to be                  |
  | drawn at the top of your graphics display.  With certain FOOTNOTE             |
  | statement options, you can control the color, type font, type                 |
  | size, and position of lines of text in a footnote as well.                    |
  *-------------------------------------------------------------------------------*/
```

```
footnote1 color=BLACK j=l
  "Source: NCES, SASS: 1990-91 (School, District Questionnaire)";

 /*-------------------------------------------------------------------------------*
  | PATTERN statements allow you to define colors and patterns in                 |
  | the chart, map or plot that you are creating.  SAS/GRAPH uses                 |
  | any pattern statements that you specify.  If more are needed,                 |
  | default PATTERN statements are used.                                          |
  *-------------------------------------------------------------------------------*/
pattern1 color=black value=s;
pattern2 color=black value=m2n0;
pattern3 color=black value=m3n90;
pattern4 color=black value=e;
pattern5 color=black value=m5x135;

 /*-------------------------------------------------------------------------------*
  |    This section produces the actual map and any options that                  |
  |    directly relate to the map.                                                |
  *-------------------------------------------------------------------------------*/

proc gmap data=B.SJF620
          map=maps.US
          all;
   id state;
   choro ENR_DIFF/
   discrete
   ;
format ENR_DIFF ENR_DIFFF.;
run;
quit;
```

```
libname b 'A:\';run;

/*-------------------------------------------------------------*
 | Summary:                                                    |
 |   Creating a map using the data set                         |
 |   B.STEVE625.  Mapping on teacher enrollment                |
 | Generated: May 10, 1994                                     |
 *-------------------------------------------------------------*/

/*-------------------------------------------------------------------------------*
 | The GOPTIONS statement allows you to have more control over the               |
 | final appearance of your output such as fonts, colors, text                   |
 | height and so on.  The output device and destination is also                  |
 | specified in the goptions statement.                                          |
 *-------------------------------------------------------------------------------*/

goptions reset=(axis, legend, pattern, symbol, title, footnote) norotate
        hpos=0 vpos=0 htext= ftext= ctext= target= gaccess= gsfmode= ;
goptions device=HPGL3si ctext=BLACK rotate=landscape
        graphrc interpol=join;

proc format;
       value TCH_DIFFF
       1='< -5%'
       2='-.1 to -4.9%'
       3='0 to 4.9%'
       4='> 5%';

/*-------------------------------------------------------------------------------*
 | TITLE statements allow you to specify lines of text to be drawn               |
 | at the top of your graphics display.  With certain TITLE state-               |
 | ment options, you can control the color, type font, type size,                |
 | and position of lines of text in a title as well.                             |
 *-------------------------------------------------------------------------------*/
title1 color=BLACK j=l
  "Figure 2: Difference between District & School Teacher Estimates by State";
title2 color=BLACK j=l
  "District Survey, FTE vs School Survey, head counts*";

/*-------------------------------------------------------------------------------*
 | FOOTNOTE statements allow you to specify lines of text to be                  |
 | drawn at the top of your graphics display.  With certain FOOTNOTE             |
 | statement options, you can control the color, type font, type                 |
 | size, and position of lines of text in a footnote as well.                    |
 *-------------------------------------------------------------------------------*/
```

```
footnote1 j=l color=BLACK
  "Source: NCES, SASS: 1990-91 (School, District Questionnaire)";
footnote2 j=l color=BLACK
  "*Head counts were adjusted by multiplying the number of part-time teachers by .5 and
       added to the number of full-time teachers";

 /*-------------------------------------------------------------------------------*
  | PATTERN statements allow you to define colors and patterns in                 |
  | the chart, map or plot that you are creating.  SAS/GRAPH uses                 |
  | any pattern statements that you specify.  If more are needed,                 |
  | default PATTERN statements are used.                                          |
  *-------------------------------------------------------------------------------*/
/*pattern1 color=black value=e; */
pattern1 color=black value=m2n0;
pattern2 color=black value=m3n90;
pattern3 color=black value=e;

 /*-------------------------------------------------------------------------------*
  |    This section produces the actual map and any options that                  |
  |    directly relate to the map.                                                |
  *-------------------------------------------------------------------------------*/

proc gmap data=B.SJF625
          map=maps.US
          all;
   id state;
   choro TCH_DIFF/
   discrete
   ;
format tch_DIFF TCH_DIFFF.;
run;
quit;
```

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

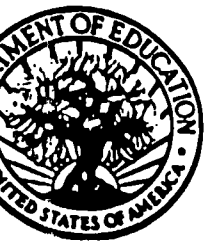
Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler



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